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ABSTRACT

This monograph includes the initial description of a research and evaluation program that is being conducted in conjunction with a large curriculum and instructional development program involving a number of predominantly black colleges and universities. The program is the Thirteen-College Curriculum Program, which is designed to deal with the problems of black students. In addition to discussing the elements of the research and evaluation program, a summary of the entering characteristics of students enrolled in participating colleges is provided, followed by the complete data organized in tabular form. (Author/CS)

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INSTITUTE FOR SERVICES
TO EDUCATION

RESEARCH REPORT

THIRTEEN–COLLEGE CURRICULUM PROGRAM

A Longitudinal Research Design and 1967 Entering Student Norms

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Senior Research Associate

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ABOUT THE INSTITUTE FOR SERVICES TO EDUCATION

The Institute for Services to Education was incorporated as a non-profit organization in 1965 and received a basic grant from the Carnegie Corporation of New York. The organization is founded on the principle that education today requires a fresh examination of what is worth teaching and how to teach other educational institutions, under grants from government agencies and private foundations. ISE is a catalyst for change. It does not just produce educational materials or techniques that are innovative; it develops, in cooperations with teachers and administrators, procedures for effective installation of successful materials and techniques in the colleges.

ISE is headed by Dr. Elias Blake, Jr., a former teacher and is staffed by college teachers with experience in working with disadvantaged youth and Black youth in educational settings both in predominantly Black and predominantly white colleges and schools.

ISE's Board of Directors consists of persons in the higher education system with histories of involvement in curriculum change. The Board members are:

Vernon Alden	Chairman of the Board, The Boston Company, Boston, Massachusetts
Herman Branson	President, Lincoln University
Kingman Brewster, Jr.	President, Yale University
Donald Brown	The Center for Research on Learning and Teaching, University of Michigan
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Otis Singletary	President, University of Kentucky
C. Vann Woodward	Professor of History, Yale University
Stephen Wright	Vice President of the Board, CEEB
Jerrold Zacharias	Professor of Physics, Massachusetts Institute of Technology

ABOUT THE THIRTEEN COLLEGE CURRICULUM PROGRAM

From 1967 to the present, ISE has been working cooperatively with the Thirteen-College Consortium in developing the Thirteen-College Curriculum Program. The Thirteen-College Curriculum Program is an educational experiment that includes developing new curricular materials for the entire freshman year of college in the areas of English, mathematics, social science, physical science, and biology, and two sophomore year courses, humanities and philosophy. The program is designed to reduce the attrition rate of entering freshmen through well thought-out, new curricular materials, new teaching styles, and new faculty arrangements for instruction. In addition, the program seeks to alter the educational pattern of the institutions involved by changing blocks of courses rather than by developing single courses. In this sense, the Thirteen-College Curriculum Program is viewed not only as a curriculum program with a consistent set of academic goals for the separate courses, but also as a vehicle to produce new and pertinent educational changes within the consortium institutions. At ISE, the program is directed by Dr. Frederick S. Humphries, Vice-President. The curricular developments for the specific courses of the program are provided by the following persons:

Course	ISE Staff
English	Miss Joan Murrell, Senior Program Associate
	Mr. Sloan Williams, Senior Program Associate
	Mrs. Eleanor Murrell, Program Associate
	Mrs. Carolyn Fichett Bins, Program Associate
Social Science	Dr. George King, Senior Program Associate
	Dr. Haywood L. Strickland, Senior Program Associate
Mathematics	Mr. Bernis Barnes, Senior Program Associate
	Mr. Phillip E. McNeil, Program Associate
Physical Science	Dr. Leroy Colquitt, Senior Program Associate
	Dr. Roosevelt Calbert, Program Associate
Biology	Dr. Charles Goolsby, Senior Program Associate
	Dr. Dan Obasun, Program Associate
Humanities	Mr. Clifford Johnson, Senior Program Associate
	Mr. Roger Dickerson, Program Associate
	Mr. Keopapetse Kgositsile, Program Associate
Philosophy	Dr. Conrad Snowden, Senior Program Associate
	Dr. Henry Olela, Program Associate
Evaluation	Dr. Thomas Parmeter, Senior Research Associate
	Dr. Joseph Turner, Senior Research Associate

The curriculum staff is assisted in the generation of new educational ideas and teaching strategies by teachers in the participating colleges and outside consultants. Each of the curriculum areas has its own advisory committee, with members drawn from distinguished scholars in the field but outside the program.

The number of colleges participating in the program has grown from the original thirteen of 1967 to twenty-seven in 1971. The original thirteen colleges are:

Alabama A and M University	Huntsville, Alabama
Bennett College	Greensboro, North Carolina
Bishop College	Dallas, Texas
Clark College	Atlanta, Georgia
Florida A and M University	Tallahassee, Florida
Jackson State College	Jackson, Mississippi
Lincoln University	Lincoln University, Pennsylvania
Norfolk State College	Norfolk, Virginia
North Carolina A and T State University	Greensboro, North Carolina
Southern University	Baton Rouge, Louisiana
Talladega College	Talladega, Alabama
Tennessee State University	Nashville, Tennessee
Voorhees College	Denmark, South Carolina

A fourteenth college joined this consortium in 1968, although it is still called the Thirteen-College Consortium. The fourteenth member is

Mary Holmes Junior College	West Point, Mississippi

In 1971 a Five College Consortium and a Eight College Consortium joined the effort although linking up as separate consortiums. The members of the Five-College Consortium are:

Elizabeth City State University	Elizabeth City, North Carolina
Langston University	Langston, Oklahoma
Southern University at Shreveport	Shreveport, Louisiana
Saint Augustine's College	Raleigh, North Carolina
Texas Southern University	Houston, Texas

The members of the Eight-College Consortium are:

Grambling College	Grambling, Louisiana
Alcorn A and M College	Lorman, Mississippi
Bethune Cookman	Daytona Beach Florida
Jarvis Christian College	Hawkins, Texas
LeMoyne Owen	Memphis, Tennessee
Southern University	New Orleans, Louisiana
University of Maryland Eastern Shore	Princess Anne, Maryland
Virginia Union University	Richmond, Virginia

ISE is presently in the process of increasing the number of schools involved in the effort by adding another consortium some time in the near future.

The Thirteen-College Curriculum Program has been supported by grants from:

The Office of Education, Title III, Division of College Support
The Office of Education, Bureau of Research
The National Science Foundation, Division of the Undergraduate Education
The Ford Foundation
The Carnegie Corporation
The ESSO Foundation

Overview and Selected Findings

Contained in this monograph is the initial description of a research and evaluation program which is longitudinally being conducted in conjunction with a large curriculum and instructional development program across a number of predominantly black colleges and universities. The objectives of the curriculum and instructional development program, briefly stated, are to: 1) demonstrate increased student performance and continuation in college through the use of more student-oriented curricular materials and instructional approaches, and 2) to increase the rate, and change the nature of internal college development through the use of teachers as curriculum developers with concommitant recognition, allocation of time, and individual teacher decision-making accorded to these activities. In addition to discussing the elements of the research and evaluation program, a summary of the entering characteristics of students enrolling in the participating colleges is provided, followed by the complete data organized in tabular form. Although technically the use of the term "norms" in reference to student data may be incorrect, its use was decided upon due to the paucity of data concerning students entering black colleges, the relatively large sample size included in the data, and the apparent representativeness of the colleges included to the total population of black colleges.

The data summarized in this report was drawn from several batteries of instruments administered during the first two weeks of the freshman year to more than 3,000 students entering 13 predominantly black colleges. Some selected findings are as follows:

-- more women (60%) than men (40%) enrolled in these colleges as entering Freshmen for the fall term, 1967

-- about one-half of the students came from rural areas or small towns

-- the students came largely from families that are poor (about 50% with less than $4,000 per year income)

-- about one-half of the students' fathers and mothers had less than a high school education

-- while the students indicated a strong integrationist stance toward the prefered college environment, they defined this setting ideally as being composed of 50 percent or more black students and teachers

-- the students indicated a very high motivation to complete their college education (in spite of the fact that past history indicates that only about a third will graduate)

-- the vast majority of students had very high levels of aspiration, almost all of the students indicated they desired to be above the middle of their class and more than three-forths indicated they wished to pursue a professional career

-- entering college student examination abilities varied widely, but on the average student scores fell about one standard deviation below the national college norms

-- student non-verbal discrimination abilities fell at the middle of adult national norms

-- while the students feel more confident about their ability to succeed in general, they are less confident about their academic potential and feel that there are times they can't learn

-- overall, the students see themselves as average to above average on such self concept areas as academic ability, achievement and intelligence, but see themselves less favorably on such academic abilities as math and science

-- a seemingly important self concept result to program planning is the strong student need for "understanding" combined with a desire not to violate social norms

-- there are both general differences and sex-related differences in terms of the students' interpersonal values: as a group the students rated high in the valuing of "benevolence" and "conformity" and low on "recognition" and "independence;" the men valued "support" more and "leadership" less; the women students as compared to the norms were the inverse

-- with the exception of family background, there were no other apparent differences between students who would be participating in the special curriculum program and the students who would be participating in the colleges' regular curriculum programs (students entering the special program, generally, came from poorer families with less parental education)

Introduction

Irrespective of movement by predominantly white institutions of higher education toward increasing their enrollment of black youth, it appears reasonable to project the existence of the predominantly black colleges and universities well into the future. It is true that the proportion of black youth entering the predominantly black institutions of higher education (currently about 48 percent) has steadily decreased over the past ten years, but the growth rate for the number of students enrolled in black institutions has remained fairly constant. Given the problems many black youth have encountered in the predominantly white institutions (represented in one way by the higher student attrition rate for black students), the next decade may in fact see a rise in the proportion of black students enrolling in the predominantly black college.

There are several important reasons for projecting the continued existence of black institutions of higher education:

1) The predominantly black institutions have a valued and important history in the Negro community; most of the current black leaders have emerged from these colleges; they have served to perpetuate important aspects of the black culture in this country and are recognized in part as a repository of the "Black Experience".

2) Restrictive admissions practices in the predominantly white institutions will predetermine the necessity of many black youth attending the predominantly black colleges; while it is true that opportunity for black students to enroll has been increased in some white institutions and that any black student who meets the "normal" admissions criteria will probably be admitted, a large proportion of black high school graduates who aspire to college will not meet these criteria, leaving only the black college or, if available, a junior college as the alternatives.

3) The numbers of black youth seeking higher education will probably increase significantly; currently only about six percent of college students are black while 12 percent of the college age population is black; this coupled with the research results over the past five years which indicate there are rapidly rising levels of aspiration among black youth points to increasing pressure to attend college among this group.

4) While the pressure to attend college increases among black youth, financial pressures will preclude the possibility or attending any but the predominantly black colleges. The average Negro family income is between 3,000 and 4,000 dollars per year less than

the average white family income and the cost of attending the predominantly white institutions is about twice as high as the predominantly black institutions; the limited financial resources of the white institutions can not possibly at present bridge this difference.

5) The problems faced in being part of a small cultural minority on the predominantly white campus is tending to reduce the attractiveness of these institutions as a means for obtaining a college education; in some cases geographical distance results in total loss of family and peer support, normal dating and personal interaction opportunities are restricted, and the "fishbowl" effect -- being highly visible -- increases normal pressures of adjusting to college life.

6) Black colleges and universities have begun to initiate a wide variety of programs aimed at improving the quality of education and educational opportunity; programs recently made possible by Federal activities and new legislation have provided new fiscal resources for financially increasing access to Equal Opportunity Grants, educational preparedness for Upward Bound, pre-college programs, and intensive studies, and instructional and curricular development in the predominantly black colleges and universities.

While all of the above reasons point to the continued existence of the predominantly black college, the need for educational improvement and development within these institutions is also clear. Not only have their educational programs suffered out of the sheer pressures of survival, but in addition, the youth they seek to serve bring with them to the college problems resistant to traditional educational procedures. Previous research indicates that the entering black student is liable to be less well prepared for "normal" college curricular material, to have feelings and self concepts about his abilities which may prove self-defeating in the classroom, and to be faced with serious financial problems in order to remain in school. On the other hand, these students have demonstrated certain strengths. They have persisted in their education against severe odds; their level of aspiration is high, and judging by the level of student activity in the civil rights movement, they have a desire to change the dominant social forces which have held black people back in this country for hundreds of years.

In approaching this educational challenge, it would seem logical to attempt to build educational programs for these youth which focus on their observed strengths, interests, and needs, rather than to continue to penalize them for their backgrounds and educational weaknesses. However, a major problem facing educational planners and innovators has been the lack of adequate information about these students upon which to base program efforts. Previous information and research suffers from either being too

narrowly focused on a specific interest or problem, or from too small numbers or too local a representation. With the exceptions of the Coleman report (Equality of Educational Opportunity, 1966) and the Pettigrew report (Racial Isolation in the Public Schools, 1967) both of which were concerned with precollege students, there is no comprehensive, representative data upon which to begin the process of program development and planning in black institutions of higher education.

The student data presented and summarized in the following pages is organized to serve such a purpose and move one step beyond. In addition to providing reliable, comprehensive information about students entering predominantly black colleges and universities, the data is organized to serve as a baseline for examining the effects of a major program of curricular and instructional development being conducted in the institutions from which it was drawn. The data includes background information, attitudes, self concepts, entrance examination performance, and personality characteristics. Preceding the actual presentation of the data are discussions of the educational program development activities, the longitudinal research design for which this data forms a baseline, descriptions of the instrumentation and representativeness of the data, and a summary of the results.

ISE and the Thirteen-College Curriculum Program

The Institute for Services to Education is a non-profit educational corporation whose main focus is improving access to and retention within higher education for disadvantaged youth. Since 1967, ISE has worked cooperatively with 13 predominantly Black institutions of higher education on problems related to undergraduate curriculum innovation and instructional development. Basically, the approach is an attempt to "liberalize" the curriculum and "democratize" the classroom. For pragmatic as well as theoretical reasons, the primary efforts have been directed toward the student's freshman year, continuing, in part, through the sophomore year. Central to these efforts has been the establishment of an experimental unit -- a "college within a college" -- on each campus to provide the degree of necessary independence for the establishment of a new, flexible curriculum; the transfer of greater responsibility for curricular development to the teacher and the transfer of greater responsibility for direction and choice in the classroom to the student; the gradual development, testing, and expansion of materials and teaching style across each institution; and a summer writing conference where participating faculty from all of the colleges gather together with ISE's staff to explore new ideas, develop materials, and practice using new materials and student-oriented teaching techniques.

As the program was originally projected, these efforts would: (1) provide a more viable educational experience for youth of exceptionally disadvantaged educational background; (2) improve the overall quality of the institutions and their responsiveness to undergraduate students; and (3) markedly change the previously distant, traditional teaching behavior and attitudes of participating faculty resulting in a new, valued model of the "teacher" on these campuses. These general objectives are more definitively stated in previous ISE publications.

The strategy by which ISE has sought to realize these objectives is through an initial set of conditions agreed to by the presidents of the colleges participating in the programs, and then by placing the primary responsibility for the building of materials and practices, and their evaluation and development, on the teachers and a small staff resource personnel. The initial conditions include the necessity of colleges agreeing to cooperate in the venture, (the establishment of consortiums of colleges), the establishment of a relatively protected experimental unit on each campus, the initial limiting of both class size and number of classroom hours required of the teacher, the requirement of hiring teachers on an 11 or 12 month basis out of which approximately two of the summer months will be devoted to working on curricular materials and teaching techniques at the summer conference, and some initial plan for expansion of materials and teacher-development procedures across the campus.

ISE's approach to curricular and teacher development, as exemplified by the summer writing conference, begins with a series of assumptions about education, teaching, and students. In simple terms, these would include such things as the belief that education is not static, that educational materials should not present a feeling of finality, and that the learner as well as the teacher should be interactive rather than passive. For a teacher to be effective with students, in the sense of stimulating them to learn, the teacher should be a model of learning as well as a source of knowledge. It follows then that the teacher should reconsider for himself what is worth knowing, and why; that he should appreciate his own sense of intellectual exploration and the diverse possibilities to finding something out. Teaching begins with the premise that the only valid perspective on which learning can be based is that relatively unique perspective the learner brings with him to the classroom; thus, materials, their presentation, and their elicited responses can only be effective by the degree to which they relate to the learner perspective (implying previous experience, understanding of that experience, and various abilities). In practice, the arbitrary authority of the teacher must be relaxed for this student perspective to emerge. The diversity of student perspectives, as well as respect for student intellect, implies the need for greater student participation in both the object of study and the means of study.

The central idea behind the summer writing conference is the gathering together of like-minded individuals for curriculum and instructional development to achieve a "critical mass." Strategically, this may be the most important part of a program of broad educational reform. Teaching freshmen is simply not "valued" on most college campuses; it is usually something from which to escape as quickly as possible. In the same light, the development of good materials and good freshmen courses receives little recognition or reward unless it results in a published textbook. Everything about institutions of higher education reflect this state from simple economics (e.g., the considerably higher costs of educating upperclassmen and graduate students as compared to freshmen, the higher salaries commanded by researchers and graduate teachers, etc.), to recognition by ones peers

and institutional recognition. Teachers interested in teaching or in student learning problems work essentially in isolation, usually without support or social reward.

In order to challenge these existing values effectively, teachers must first become aware of each other, engage in similar activities, focus on mutual problems, and be recognized and socially rewarded for their efforts. Out of this should evolve a secondary effect, based largely on the principle that individuals tend to do that which they know and in which they have a vested interest. The third change element comes into play as the teachers begin to feel the intrinsic reward engendered by teaching well and seeing successful results with students. These effects, as they initially develop and improve in terms of both the teachers themselves and the materials produced by teachers, at least theoretically will be observed by differences in students by increased outside recognition, and by changes in general indices of college success. Students emerging from such a learning environment should be more aware, more active, and more demanding of other teachers. Outside agencies may focus on the experience as a model, funding agencies may use the experience as an argument for the allocation of resources, and outside evaluation or examination be conducted. At the institutional level, attrition and retention of students should be affected (as in the case of one participating college, this specific factor was extremely effective in stimulating change; retention of students went up as students moved from the program to the regular college experience), choice of majors may be altered, student educational activism should increase. Out of all of these potential results, increasing controversy over the expectations and role of the teacher in a given college should increase. Assuming some or all of this chain of events, from ISE's standpoint the important concern is that a new alternative set of values based on improving undergraduate education -- without using "standards" to exclude students -- has an active role in determining campus policy and activities.

A Longitudinal Research Design

The entering student data presented in this report is the first step in a longitudinal program of research and evaluation related to the predominantly black college and university. Starting with students entering college in the fall, 1967, ISE will be following the progress, achievement, and personal development of these and students entering the colleges in subsequent years as they proceed through college and on into adult life. As part of the program previously described, the longitudinal study will evolve in concert with the program objectives serving: 1) to act positively toward their accomplishment; 2) to offer a series of proofs along the way to substantiate the correctness of the philosophy and approach; 3) to evaluate and document both the content and the process as they become apparent; and 4) to provide the institutions with valuable research and population studies to enhance the process of rational development.

To accomplish these objectives, there are essentially four major areas of effort which can be broadly categorized under program research, development, and evaluation. They can be distinguished by both the nature of the basic observations and by the procedures applied to the observations.

The first is the evaluation of procedures, or documentation, which provides a clinical look into the materials, instructional practices, student learning, behaviors, and other elements of the program. This activity attempts to answer questions related to what is being done (in contrast to the hopes and plans as described by the developers of the project) and describe total clinical impressions of causation and interaction between materials, instruction, and learning. The second is program research which attempts to test both summative hypotheses related to the program philosophy and procedures, and formative hypotheses as derived from the more clinical forms of observation and various sources of psychometric data. This activity focuses upon the underlying continuums and their interactions inherent in the learning-institutional setting to provide empirical evidence of the appropriate means to student learning and personal development. The third area of which this study is a part can be generalized as population studies. This activity, in a way similar to documentation, is the foundation of program and institutional development. It is devoted to the development and maintenance of critical psychometric data about the program and institutional populations of students. No long-range effort of this magnitude can succeed without a clear understanding of the background, personality, and accomplishment-ability characteristics of the students. The fourth area is outcome evaluation which focuses upon the psychometrically-derived development of students. This activity tests within the experimental-statistical model hypotheses about change which should take place as a result of the program. This form of evaluation attempts to answer questions related to gains in academic achievement, changes in personality and self-concept and the development of new, learner-oriented behaviors and styles of cognition.

Each of the four activities has inherent within it a reporting phase. It is this reporting or "feedback" function which is largely responsible for the creation of the "valuing" process of both the general program approach and the specific means to specific ends. Far too often, evaluation and the other more precise assessment activities form a separate, removed unit with little or no effect upon the internal program development, program expansion, or institutional acceptance. The tragedy of this distance is the removal of observationally-based examination and analysis from the continuing development of actual activity and especially the choice of activity to be used. Reporting in each of the four areas serves the purpose of emphasizing and rewarding the more successful and desirable program approaches and outcomes, and de-emphasizes those activities proven to be less desirable. In addition, it serves the advantage of information exchange in areas where comparative experiences are valuable.

The entering college student characteristics included in this study were drawn from both entering Program students who participated only in the experimental curriculum Program (approximately one hundred students on each of the 13 campuses) and from a slightly larger group of their peers of the same campuses who participated in the colleges' regular academic programs (approximately one hundred fifty students on each of the 13 campuses). Because these students will be compared at points in time in the future in

TABLE I

Longitudinal Research Design for Assessment of A Curricular-Instructional Development Program Within, And the General Development of, Predominantly Black Colleges and Universities*

Entering Group	Year	Measurement Periods by Educational Level: Entering College	Freshman End-of-Year	Sophomore End-of-Year	Junior End-of-Year	Senior End-of-Year	One Year Followup
1	1967	1A**					
2	1968	2A	1E				
3	1969	3A	2E	1E			
4	1970	4A	3E	2E	1B		
5	1971	(5A)	4E	3E	2B	1D	
6	1972	(6A)	(5B)	4E	3B	2D	1D
7	1973	(7A)	(6B)	(5B)	4B	3D	2D
8	1974	(8A)	(7B)	(6B)	(5B)	4D	3D
9	1975	(9A)	(8B)	(7B)	(6B)	(5D)	4D
10	1976	(10A)	(9B)	(8B)	(7B)	(6D)	(5D)

* Institutions included in this longitudinal research program are all participants in the Thirteen-College Curriculum Program.

** The number signifies the group being assessed; the letter signifies the type of measurement.

Legend

A Population description measures
B "Real world" outcome measures (grades, attrition)
C Psychometric outcomes (achievement, personality)
D Population and "real world" outcomes
E "Real world" and psychometric outcomes
( ) Continued, non-experimental assessment

----- The area enclosed by the dashe. signifies the actual experimental curricular-instructional development period and the groups directly affected by educational level.

terms of changes in characterisitcs or gains in achievement, the data included in this study is broken down according to their sex and program participation in order to determine the relative comparability of the two groups. Irrespective of apparent comparability, much of the data derived upon entrance will be used to covary out potential sources of entering differences in future analyses. The same approach as used in the design for this group of students will be employed in subsequent years.

Table I shows the projected format and timing of the longitudinal research design. The table is divided horizontally in half to indicate that part of the study for which funding has already been committed (the upper portion of the matrix) and that part for which additional funds must be secured (the lower portion of the matrix). The two parts of the design for the most part also differentiate between the experimental program period, and the period of implementation of the proven Program materials and approaches across each of the participating campuses. The graph is divided vertically to designate the period of direct Program intervention (through the sophomore year), and the period when previous Program experience should have a continuing secondary effect.

In considering both the Program effect and the general effect of college, the variables are diveded into four general categories. First, there are control variables including the entering college conditions shown in these norms, e.g., high school performance, entrance abilities, social-economic conditions, attitudes, self concepts, and personality attributes. Primarily these variables will be used to describe the characteristics of students as they enter college and then control for extraneous differences which would confound the analysis of future outcomes. Second there are what we call "real world" outcome variables. These would include such things as continuance and attrition from college, performance in college, and graduation from college. With respect to the students and the colleges, these variables are of the first order of importance. The third set of variables relate to the actual changes in the students' achievement and ability test scores, e.g., course related achievement tests and test of general academic abilities. If the student performance in college goes up and attrition goes down, then these results should be reflected in the more traditional, testing measures of academic accomplishment. Fourth, there are a number of changes represented by variable proxies in this study, that would be expected as the result of Program experience which either suggest later or continued success in college, or are important personal sources of gain. These would include changes in personality-valuing organization and increased level of self conception.

Instrumentation

Before introducing the technical discussion on instrumentation, it is important to first recognize some of the many inherent dangers in tests and the testing of youth from disadvantaged backgrounds and/or from cultural minorities. First, a historical survey of testing and the theories

underlying the interpretation of tests would support the conclusion that testing has served more as a means of denying black youth equal opportunity than as a means of providing new avenues of growth and development. Vestiges of the belief in fixed intelligence and predetermined development still remain apparent in many interpretations of test results. As selection devices, tests have been used for years to deny black youth access to both college and job. Second, it is now widely accepted that many achievement, ability, and personality tests are culturally biased, at least to the extent that they partially discriminate between those tested on the basis of experiential background and verbal connotation and usage. The result of this bias is an artificial advantage to those individuals for whom the test was developed and upon whom the test was standardized. Third, most tests, or at least the interpretations of most test results, contain a methodological bias. As a practice, tests are developed and standardized with some specific population of individuals, and these standardized results are organized into sets of generalized norms. Individual and group score results are then usually compared to these norms for interpretive purposes. However, the quality of interpretation is totally dependent upon the relative comparability between the "norming" population and the eventual population being compared to the generalized norms. In most cases, there are wide differences between disadvantaged and cultural minority youth and the norming population across a number of important variables. If there is a wide difference between the population means there is also the problem of statistical instability. Finally, there are a number of contextual or social-psychological problems inherent in the process of testing disadvantaged youth which potentially may result in extreme instability in the score results. Katz and his associates have demonstrated that race of the test administrator, known basis of comparison (black vs. white norms), type of test label, and the probability of "success" on a test all have a powerful effect on the outcome results (see Deutsch, Katz, and Jensen, 1968).

The combination of all of these factors has led ISE to engage very cautiously in the choice of tests, the act of testing, and the interpretation of test results. The results of tests administered to sample populations have been checked for reliability on an internal sample basis; the validity of these instruments is still subject to continuing analysis; the reporting of results has been delayed until their stability could be cross-checked against continuing generations of students; and the results have only been used for purposes of internal program analysis and assessment of growth and change while in college.

For the purpose of presenting a comprehensive picture of students entering predominantly black colleges and universities, a wide variety of instruments were administered to the sample population of students under relatively controlled conditions. All instruments were administered during the first week or two of each institution's school year with most administrations occurring in the month of September. The instruments were selected for administration and scoring, and hypothesized pertinence to the educational needs of the students. Included in the norms are data from the following instruments:

1. Personality Attributes

Survey of Interpersonal Values (6 scales)

- Benevolence
- Leadership
- Conformity
- Recognition
- Support
- Independence

IPAT Anxiety Scale Questionnaire

2. Background and Attitudes

ISE Student Survey

ACT Student Profile Form

3. Self Concept

ISE Self-Assessment Form

4. Achievement and Ability

American College Testing Program Exams

- Composite Score
- English Usage
- Math Usage
- Social Science-Reading
- Natural Science-Reading

SRA Tests of General Ability

- Verbal Form
- Non Verbal Form

The Survey of Interpersonal Values (Gordon, 1962) is designed to measure values which involve an individual's relationships to other people or conversely, their relationships to him. The respondent makes a series of forced-choice judgements between item triads indicating the statement which is most important to him and the statment which is least important to him. Reliabilities provided by the author vary between .75 and .90 for the six scales which all range from 0 to 32. Descriptions of the scales are as follows:

Support: Being treated with understanding, receiving encouragement from other people, being treated with kindness and consideration.

Conformity: Doing what is socially correct, following regulations closely, doing what is accepted and proper, being a conformist.

Recognition: Being looked up to and admired, being considered important, being attractive, favorable notice, achieving recognition.

Independence: Having the right to do whatever one wants to do, make one's own decisions, do things in one's own way.

Benevolence: Doing things for other people, sharing with others, helping the unfortunate, being generous.

Leadership: Being in charge of others, having authority over others, being in a position of leadership and power.

For comparative purposes, means and standard deviations for a national sample of predominantly white college students as provided in the Manual are reproduced below:*

Means, Standard Deviations and
Mean Differences for College Men and Women
in the Standardization Samples.

Sample	Means						Standard Deviations					
	S	C	R	I	B	L	S	C	R	I	B	L
1075 men	14.9	12.3	12.4	19.3	13.6	17.3	5.5	6.6	5.0	7.2	6.5	7.2
746 women	17.8	14.2	12.1	16.2	18.4	11.4	4.9	6.2	4.9	6.6	5.7	6.5
difference	-2.9	-1.9	.3	3.1	-4.8	5.9						
significance	.01	.01	ns	.01	.01	.01						

*with the IPAT and the Survey of Interpersonal Values, as well as other measures, we are aware of the problem of potentially inappropriate norms (see preface), therefore, we tend to be cautious in our interpretation of large differences between black students and the published norms.

3. The social studies reading examination is a fifty-two item, forty minute test that measures the evaluative reasoning and problem-solving skills required in the social studies. It measures the student's comprehension of reading passages taken from typical social studies materials. It also contains a few items that test his understanding of basic concepts, knowledge of sources of information, and knowledge of special study skills needed in college work in the social studies. The mean regional norm for predominantly white entering freshmen is 19.7 with a standard deviation of 6.4.

4. The natural sciences reading examination is a fifty-two item, forty minute test that measures the critical reasoning and problem-solving skills required in the natural sciences. Emphasis is placed on the formulation and testing of hypotheses and the evaluation of reports of scientific experiments. The mean regional norm for predominantly white entering freshmen is 19.7 with a standard deviation of 6.2.

The SRA Verbal Abilities Form (Thurstone and Thurstone, 1956) is a short test of general verbal-dependent abilities. As such it includes word definitions, analogies, thought-problems, and number series completions. Both the split-half and test-retest reliabilities are high for this population of students (.75 to .85). Of all of the instruments included, this test has consistently shown the highest predictive level to continuing outcomes. The SRA Non-Verbal Abilities Form (McMurry and King, 1956) is a short test of discrimination, a component of ability that is not verbally dependent, but which does show a relationship to the ability to learn and perform in school. The test is composed of a series of groups of pictures. For each group of pictures, the respondent is asked to identify the one picture which is different from the rest. The pictures include objects, geometric configurations, and spatial relationships. Subsequent analysis on the results of this instrument indicate that the scores are unique, that is, they are not highly related to either other achievement or ability measures nor to other personality attributes. However, they do predict significantly, although at a low level, later performance.

Representativeness of the Data

Because there was no formal sampling procedure used in selecting either the participating colleges or the entering students included in this study, the degree to which these descriptions are representative of all students entering predominantly black colleges and universities can be infered only from the apparent characteristics of the institutions included. Some of the factors which would seem on the surface to be important are: 1) geographical location, 2) type of institution (public or private), 3) size of institution (total enrollment and size of freshman class), 4) highest degree offered, and perhaps, 5) length of service to the black community (when founded). The representativeness of the entering students within a given institution to all students entering the same institution can only be infered from 1) the proportion of students assessed within a given institution to the actual number of students entering the same institution at the time, and 2) the relative stability of results across subsequent samples of entering students within a given institution (see longitudinal research description).

TABLE II

Descriptive Characteristics of Predominantly Black
Colleges and Universities Included in 1967 Entering Student Norms*

Institution	Location	Founded	Status	Highest Degree	Total 1967 Enrollment	Entering Freshmen	Percent Assessed
Alabama A&M University	Normal, Alabama	1873	Public	Masters	2071	591	42%
Bennett College	Greensboro, N.C.	1891	Private	Bachelors	699	232	65%
Bishop College	Dallas, Texas	1880	Private	Bachelors	1598	677	37%
Clark College	Atlanta, Georgia	1869	Private	Bachelors	1033	363	69%
Florida A&M University	Tallahassee, Fla.	1887	Public	Masters	4088	967	26%
Jackson State College	Jackson, Miss.	1877	Public	Masters	2990	1032	24%
Lincoln University	Oxford, Pa.	1854	Private	Bachelors	994	269	93%
Norfolk State College	Norfolk, Virginia	1935	Public	Bachelors	4108	1083	23%
North Carolina A&T Univ.	Greensboro, N.C.	1891	Public	Masters	3930	852	29%
Southern University	Baton Rouge, La.	1880	Public	Masters	7364	2998	8%
Talladega College	Talladega, Ala.	1867	Private	Bachelors	498	231	100%
Tennessee A&I University	Nashville, Tenn.	1909	Public	Masters	4793	1105	23%
Voorhees College	Denmark, S. Carolina	1897	Private	Bachelors	639	378	66%

*There are approximately 112 predominantly Black colleges and universities; all colleges included in the norms are participants in the Thirteen College Curriculum Program.

Table II shows the characteristics of the colleges included in this study. Based on just the overt descriptions of the institutions, it is clear that they included a broad cross-section of Black collegs. The institutions are located in 11 different states; the only Southern states not represented are Arkansas, Kentucky, and West Virginia. They are almost equally split between public (7) and private (6) institutions. Seven offer only Bachelor's degrees and six offer degrees through the Master's. The range in total enrollment moves from about 600 students to almost 8,000 students with an average enrollment somewhere between 3,000 and 4,000 students. All but one of the institutions are more than fifty years old.

Due to the research design governing the future comparisons between students enrolled in the Thirteen-College Curriculum Program and non-program peers in the same institutions, a fixed number of students were assessed at each institution. With the exception of Bennett College (which conducted a Program one-half the size of other colleges), all institutions assessed approximately 250 students of which 100 would participate in the special program and 150 would act as comparative controls while participating in the college's regular academic program. Although this strategy improves the outcome research design, it leaves in question the representativeness of the within-college samples at the larger institution. The proportion of students assessed to total number of entering students varies from approximately 10 percent at the larger institutions to 100 percent at the smaller institutions. It will take subsequent assessment of entering freshmen at the larger institutions to ultimately determine actual within-college representativeness.

Given the size of the sample and the cross-sectional representativeness of the colleges, it appears reasonable to assume that the characteristics of the entering students included in this study are representative for black colleges in general, although possibly somewhat unrepresentative for any one of the several larger institutions alone. However, there is no basis for infering that these data are representative for all black high school graduates or black students entering predominantly white institutions.

Organization of the Norms

The data included in these norms for students entering predominantly black colleges and universities in 1967 have been grouped into a series of categories which provide greater continuity. The categories are as follows:

1. Background and Socio-Economic Factors
2. The Importance of College to Self and Parents
3. College Racial Composit.. Preference
4. High School Background and Level of Aspiration-Expectation

5. College Entrance Examination and General Ability Scores

6. Relative Ability to Control Environment

7. Indices of Self Concept

   A. General Academic

   B. Specific Academic

   C. World-view

   D. Extraversion

   E. General Personaltiy

   F. Social-Anxiety

8. Other Personality Characteristics

While the order of appearance of the categories in this study was arbitrary, in most cases items included in a given category were selected by one of several empirical procedures used for parsimonious data reduction. In the initial phases, all of the self concept data was factor analyzed; this was followed across all questionnaire and self-concept data by a correlational cluster analysis routine. The results of these two analyses are represented in the final groupings shown above. In addition, the scaled data (achievement-ability and personality scores) were partially organized by a series of factor analyses fitted statistically by an unrestricted maximum likelihood test. However, these groupings are preliminary and will be subject of further analysis across continuing generations of students.

All of the items included in the norms are broken down by the respondents' sex and program participation, and then summarized by totals. The heading "Program" signifies those students who would subsequently participate in the special curriculum program; the heading "Regular" signifies those students from the same colleges who would serve as control subjects while participating in the regular academic programs.

There are several features to the data that should aid individuals interested in using the data for research purposes. First, both the actual frequencies responding to each level of a given item or scoring at each level on a given scale are included, followed by the rounded percentage this frequency represents to the total number of subjects in the particular category for a given item. In addition, for each group on a given item or scale, the number of subjects failing to respond is provided. At the initial stages of any research in this area, this piece of information should be quite helpful. It was decided at this early stage of investigation not to attempt to weigh the data in any way until the representativeness of the data to black colleges could be determined and the relative stability of the responses could be ascertained.

Before proceeding with the discussion of results, several points governing interpretation should be mentioned. First, there is a difference between the item data and the scale data in terms of representations of the various levels to the total responses. Item data (all non-scaled data) is represented by frequencies and simple percentages at each level. Scalar data on the other hand is represented by the frequency scoring at each level but the representation of this frequency is in percentile ranks which differs from simple percentages in the sense that an interval scale is assumed. The percentile rank represents actually the position of half the frequency below and hlaf the frequency shown in ascending percentage rankings (the scale assumes that the interval runs from the mid-point of one interval to the mid-point of the next interval, e.g., 10.5 to 11.4). A second point of interpretation is that all of this data is student-response data and, as with any single individual response data, is subject to validation and tests of reliability. The reader will note that in such areas as say family income, the responses are followed by questions regarding the certainty of student response. A third point of interpretation regards the interpretation of achievement and ability data. The exams were administered as part of orientation to college, not as entrance exams which might determine an individual's being admitted to college. It is possible, as previous investigators in the field have suggested, that the same amount of attention and determination as was present in those used to norm the instruments was not present during the administration of these tests. This would bear no reflection on the validity of future comparisons because all conditions were held constant and it is assumed that degree of effort and motivation were randomly distributed across both groups and sexes. However, it may have slightly lowered the mean representation for the entire population.

Summary and Interpretation of Entering Characteristics

1. Background and Socio-Economic Factors: The results in this category simply confirm that which has been documented or intimated by other studies and reports. By sex, this population is the inverse of white college student populations; 60 percent of the students are female and 40 percent male. Overall, the students are of average college age and about one-half of the students come from rural areas or small towns; female students tend to be slightly younger and also tend to come from smaller towns. The students come largely from families that are poor (about 50 percent with less than $4000 per year income) to very poor (about one-third with less than $3000 per year income), and the average family size is larger than their white college counterparts (one-third of the students come from families in which there are a minimum of seven residents). Only eight percent of the students indicated their family income was greater than the average college student family income (about $10,000 per year). The parents' occupations are largely low status (one-third of the fathers were semi-skilled workers or lower; 25 percent of the mothers were indicated as domestics) and even these figures may be underestimated due to the high number of "no responses." Fifty percent of the fathers and 48 percent of the mothers have less than a high school education, and 30 percent of the fathers and 20 percent of the mothers have no more than an elementary education. About one-third of the students come from a home in which there was no father present. In traditional terms, it seems a startling fact that these conditions could produce so many youth with college aspirations. On the other hand, it clearly indicates the need for far greater student financial and personal support services in the colleges.

2. Importance of College to Self and Family: The students' and their parents' high level of aspirations are closely indicated in these items, but the driving motivation to succeed in college does not necessarily mean only a concern for a better job or to make money. The largest number of students indicated that the most important reason for attending college was to be trained to help people (43%) or become a better person (13%). However, 24 percent did indicate getting a better job or making more money. These results are somewhat dependent on the sex of the respondent; male students tended to be more job-oriented while female students tended toward more humanitarian responses. Most of the students indicated that they had decided to attend college long before graduating from high school (84% indicated before starting high school), and the female students tended to decide earlier than the male students. 68% or more of the students indicated that their parents, at least expected them to attend college. This was more strongly exhibited among female students where 72% of the fathers were felt to expect them to graduate at least above the middle of the class, and 61% of the parents would expect them to get back into college or be extremely embarrassed if they flunked out. These attitudes seem to indicate the real importance of college to both black youth and to their parents as a means for improving their position in life.

3. College Racial Composition Preference: Results in this area seem to indicate three, not necessarily congruous, feelings. First, the students indicated almost equally that the type of faculty for any student body should be selected without regard to race, or else be composed of an equal number of white and black teachers. The women were noticeably higher on indicating selections without regard to race. The students also indicated that they would like at least half or more Negro students in the ideal college, but 87% felt it did not matter which type of college Negro students attended. These results might be interpreted as a concern for quality teaching irregardless of the race of the instructor, a strong integrationist posture, but a continuing desire not to be part of a small minority on campus.

4. High School Background and Level of Aspiration: One-third of the students graduated from small high schools and just about three fifths of the students graduated from high schools with less than 200 students in the graduating class. Sixty percent of the students indicated that they were above average or among the brightest in their high school graduating class, and an additional 38 percent felt that they were at least average. The male students indicated a tendency to spend less time studying or reading books. Almost all of the students desire to be above the middle, or one of the best in their college class, and similarly, most of the students indicated that they would prefer a professional career after graduating from college, and most of these students were quite certain of their choice (77%).

5. College Entrance Examination and General Ability Scores: There are three general interpretations apparent in this area: (1) the students are consistently lower than national and regional averages for college students on achievement and general ability tests, mean scores falling consistently about one standard deviation below norm means; (2) the

heterogenity of student achievement and verbal abilities as measured by these tests is extreme, and would be even greater if the median score were closer to the norm mean; and (3) in non-verbal abilities the students fall almost at the national norms for adults, considerably above their performance on other exams (however, the non-verbal norms do not provide a comparative group for college students.) Without exception, the differences between males and females follow national trends; males do better on Math and Natural Science areas and females do better in English. These results would seem to indicate that the traditional college curriculum materials and instructional approaches will only result in continued high levels of student attrition from college for this group, due both to the low level of performance on these traditional measures of achievement and to the extreme heterogeneity of student abilities. On the other hand, the non-verbal results would seem to indicate that approaching the classroom in a less traditional, more experiential manner would result in increased learning and accelerated gains in verbal skills. The level of heterogeniety also suggests that there is a need to provide materials and learning opportunities that can be approached from a wide range of abilities or content background, and that the traditional normative classroom grading procedures should be to some degree relaxed during the initial period in college. Given the differences between the students and the relative lowness of achievement scores, it will be necessary to increase the level of student motivation to engage in college work in order to reduce the initial differences, and to provide real academic success experiences.

6. Relative Ability to Control Environment: Several of these items correspond to questions asked in the Coleman study. They refer to the degree to which the student feels responsible for what happens to him and in control of his future. On the general items ("getting stopped..." and "problem in succeeding ...") the results are higher than would be expected from the Coleman data (64% disagree on the former, and 88% disagree on the latter). This may be partially explained by the fact that these respondents are survivors of high school and have entered college; this is indicated by their constant attendance in high school as well (95% indicated that they had not missed school purposely or, at most, one or two days). The women tended to be even more regular in their school attendance than the men. On the other hand, in the specific area of academic performance, the students are, as a group, not nearly as certain. Two-thirds of the students agree, or are not certain, that they would do better in school if the teacher went slower. Almost 40% of the students feel unsure about their learning abilities at times, or agree that there are times when they feel they can't learn. The female students had a tendency to express this more frequently than the male students.

7. General Academic Self Concepts: Overall, the students see themselves as average to above average on such attributes as intelligence, school achievement, school ability, creativity, and dependability in completing assignments and tasks and with the exception of intelligence, there are no apparent sex differencies (men tend to rate themselves higher on intelligence than do the women). On vocabulary, expression of ideas, and willingness to offer answers in class, a considerably increased number of students see themselves as below average (but the percentages remain fairly small). Women tend to see themselves as more willing to offer an answer in class than the men.

8. Specific Academic Self Concepts: There is a tendency for the students to rate themselves lower on specific academic abilities than on the general academic characteristics. This tendency is particularly true in the areas of math and science where between 25 and 30 percent of the students rated themselves below average. When compared by sex, these self concept results are similar to the results on achievement tests. The male students tend to rate themselves more highly in the math-science areas than do the female students; the female students rate themselves noticeably higher than do the male students on English ability. The men also tend to rate themselves higher in social science although these differences are less apparent. One other important difference related to sex is the dispersion of ratings. The female students tend more strongly toward the central (average) self-rating, while the male students are more widely distributed across the range of possible responses.

9. Other Self Concept Areas: The students see themselves as wanting to have the freedom to do "their own thing" (one-third rated themselves above or very much above average on this trait), but they tend to rate themselves lower on acting impulsively, being more abstract than practical, and being "tough-minded." This may possibly suggest a difference between self-feelings or desires and self-tendencies to act upon those desires. Similarly, the students see themsleves as very active, always on the go (40 percent above or very much above average), but not so much wanting to lead, and considerably lower in liking to speak in public (one-third of the students rated themselves below or very much below average on this item). These rating tendencies and trends are similar for both men and women, but the men consistently rated themselves higher on these three items. Without exception, the students tend to see themselves as cheerful, even-tempered and easy-going, liking to be with others, and having a good sense of humor (more than 50 percent of the students rated themselves above to very much above average on these traits). They also rate themselves high on mental health. Comparatively, they rate themselves noticeably lower on accepting people at face value.

10. Social-Anxiety Self Concept: One seemingly important result for program planning and development is the strong student need for "understanding" combined with a desire not to violate social norms. Fifty percent or more of the students perceived themselves as above or very much above average on "wanting to be treated with understanding," "wanting to do things for others," "wanting to be socially correct," and "wanting to be looked up to and admired." With the exception of the last item, these self concepts were held more noticeably by the female students than by the male students. While part of state underlying these feelings is probably a function of their stage of personality development (typical for all youth in late adolescence), the feelings do suggest a dilemma facing classroom instruction. On the one hand, these self concepts indicate that the students would like an educational environment where they are highly regarded and personally respected. On the other, these feelings may also imply a resistance to change in the structure or style of the classroom toward greater student involvement and less rigid judgments of performance.

11. Free Anxiety Level: There are no differences in measured anxiety for this population of students in comparison to the provided national norms which are based on a predominantly white student population. The male students had a raw score mean of about 26 and a standard deviation of about 10.2 (as compared to the norm mean of 27.7 and standard deviation of 10.1) and the female students had a raw score mean of about 30.2 and a standard deviation of 11.3 (as compared to a norm mean of 29.7 and a standard deviation of 10.2). This could be interpreted in one of three ways" there are no anxiety-free differences between the groups of students; the instrument is relatively culture free; or just the circumstances of attending college are more important than any other potential effects. More than likely, the anxiety state at the time of entrance to college is relatively similar for all populations of college students. However, future results on this variable should be watched carefully for any noticeable increase in anxiety.

12. Student Interpersonal Values: The students entering predominantly black colleges differ considerably from their predominantly white college counterparts in terms of interpersonal values (see scale descriptions in previous instrumentation section). As a group, the black students scored much higher on their valuing of "benevolence" (4 scale points) and "conformity" (5 scale points) and much lower on their valuing of "independence" (4 scale points) and "recognition" (2 scale points) than the means for the white college student norms. On the valuing of support," the male students scored at norm level, but the female students showed less valuing of "support" than apparent in the norm female group. Conversely, the male students valued "leadership' less than the norm male group, but the female students were almost identical in their valuing of "leadership" to the female norm group (the male students were considerably higher than the female students in both cases). On the valuing of "benevolence," there was less of a sex difference for the black students than apparent on the norms. These results, to some degree, correspond to the results of the self concept items. The students value conforming more and independence less; they want to be accepted and understood and they want to do things for others and be understanding. The men are less likely to assert or value leadership and the women need and value support less. Both male and female students show less interest in or valuing of recognition. It seems reasonable to assume that these results represent the dual effect of being discriminated against and educated in a very traditional manner. A history of being told one is inferior is likely to result in values which reflect this state and the effect of an arbitrary, authority-centered educational experience is liable to reinforce conforming in the classroom and failing to exhibit independence. While the normal tendency is to judge student progress in the educational setting on the basis of achievement test scores, these results may suggest that as a precursor to an increased rate of achievement gain, the classroom environment should first focus on increasing the student's willingness to initiate their own learning experiences and present and defend ideas in front of others.

Entering Differences Between Program and Regular College Students

With the exception of socio-economic factors, there were very few important, observable, entering differences between the students who would participate in the special curriculum program and the students who would

begin the colleges' regular academic programs. As part of the original planning for the Thirteen-College Curriculum Program, an emphasis was placed on recruiting and enrolling students who came from extremely disadvantaged backgrounds. This is reflected in a comparison of socio-economic factors. Fifty-four percent of the program students came from families with less than $70 per week family income as compared to 31 percent of the regular college students. Conversely, 47 percent of the regular college students came from families with more than $100 per week family income as compared to 20 percent of the program students. Given the family income differential, it was not surprising to observe that there was a lower level of education for both parents of program students, slightly greater numbers of individuals residing in the home, and a noticeably high number of families in which there was no father present (41 percent of the program students lived in a home where there was a mother only or no father present as compared to 27 percent of the regular college students). These differences may explain why so many of the program students failed to respond to father's occupation item (37 percent as compared to 23 percent for the regular student group) when there was little difference in response rates on the mother's occupation item.

Beyond socio-economic differences, the program students and the regular college students were very similar. There were no apparent differences on the entrance examination scores, personality scales, racial composition attitudes, attitudes toward attending college, high school background (although a subsequent assessment does show that a small but higher percentage of program students did participate in Upward Bound), or self concept items. There was a slight difference favoring the program students on the verbal abilities test (a program student mean of 37.75 as compared to a regular student mean of 36.39), but given the range of the scores this difference on the surface would not appear significant. The program students also tend more strongly to agree they would do better if teachers went slower.

Statistically, it cannot be argued that the two groups of students are comparable due to the lack of random assignments to groups and the observed socio-economic differences. However, it is also reasonable to conclude that there is no particular advantage accruing to the Program group which might favorably affect their future outcomes in college. If anything, previous research has indicated that lower socio-economic status has a negative effect on educational attainment and performance. Given the lack of differences on achievement and ability predictors -- those variables which account for the greatest amount of future performance variance -- it may be assumed that future comparisons between these two groups will be a reasonable first test of the effect of changing educational conditions and strategies with regard to disadvantaged youth.

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INSTITUTE FOR SERVICES TO EDUCATION

Thirteen College Curriculum Program: Norms of Freshmen Entering Black Colleges, Fall 1967*

*The category "Program" designates those students who will participate in the Special Curriculum Program: the category "Regular" designates those students from the same colleges who will participate in the colleges' regular freshman academic programs.

INSTITUTE FOR SERVICES TO EDUCATION

Thirteen College Curriculum Program

Norms of Freshmen Entering Black Colleges, Fall 1967

		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	N	PC		PC	N	PC
	I. BACKGROUND AND SOCIAL-ECONOMIC FACTORS														
1.1	SEX														
	Male	516	100	728	100	0	0	0	0	516	43	728	39	1244	40
	Female	0	0	0	0	695	100	1147	100	695	57	1147	61	1842	60
	TOTALS	516		728		695		1147		1211		1875		3086	
1.2	AGE														
	16 or under	2	1	7	1	4	1	17	1	6	1	24	1	30	1
	17	115	22	134	18	194	28	300	26	309	26	434	23	743	24
	18	306	59	435	60	437	63	699	61	743	61	1134	60	1877	61
	19	67	13	85	12	47	7	99	9	114	9	184	10	298	10
	20	17	3	30	4	9	1	17	1	26	2	47	3	73	2
	21 or over	6	1	36	5	4	1	10	1	10	1	46	2	46	2
	No Response	3	1	36	5	4	1	10	1	10	1	46	2	56	2
	TOTALS	516		728		695		1147		1211		1875		3086	
1.3	FAMILY'S INCOME														
	Less than $30 per week (Less than $1500 a year)	37	7	25	3	73	10	53	5	110	9	78	4	188	6
	$30 to $39 per week (1500 - 1999 a year)	44	8	29	4	83	12	64	6	127	10	93	5	220	7
	$40 to $49 per week (2000 - 2499 a year)	56	11	38	5	86	12	70	6	142	12	108	6	250	8
	$50 to $59 per week (2500 - 2999 a year)	65	13	64	9	84	12	100	9	149	12	164	9	313	10
	$60 to $69 per week (3000 - 3499 a year)	65	13	45	6	73	10	92	8	138	11	137	7	275	9
	$70 to $79 per week (3500 - 3999 a year)	41	8	60	8	73	10	61	5	114	9	121	6	235	8
	$80 to $80 per week (4000 - 4499 a year)	54	10	51	7	46	7	95	8	100	8	146	8	246	8
	$90 to $99 per week (4500 - 5199) a year)	32	6	46	6	35	5	61	5	67	5	107	6	174	6
	$100 to $119 per week (5200 - 6199 a year)	49	9	114	16	68	10	171	15	117	10	285	15	402	13
	$120 to $200 per week (6200 - 9999 a year)	46	9	164	22	41	6	218	19	87	7	382	20	469	15
	More than $200 per week (10,000 or more)	18	3	77	11	18	3	142	12	36	3	219	12	255	8
	No Response	9	2	15	2	15	2	20	2	24	2	35	2	59	2
	TOTALS	516		728		695		1147		1211		1875		3086	
1.3a	Certainty about Amount of Family Income														
	Quite Certain	129	25	186	25	163	23	243	21	292	24	429	23	721	23
	Fairly Certain	198	38	327	45	253	36	501	44	451	37	828	44	1279	41
	Not too Sure	124	24	139	19	178	26	253	22	302	25	392	21	694	22
	Just a Guess	49	9	56	8	85	12	134	12	134	11	190	10	324	10
	No Response	16	3	20	3	16	2	16	2	32	3	36	2	68	2
	TOTALS	516		728		695		1147		1211		1875		3086	

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		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
1.4	LIVE WITH														
	Mother and Father	269	52	461	63	352	51	751	65	621	51	1212	65	1833	59
	Mother and Step-father	29	6	31	4	30	4	50	4	59	5	81	4	140	4
	Father and Step-mother	5	1	11	1	4	1	14	1	9	1	25	1	34	1
	Mother Only	146	28	135	18	215	31	201	17	361	30	336	18	697	23
	Father Only	6	1	11	1	14	2	22	2	20	2	33	2	53	2
	Other	58	11	73	10	79	11	103	9	137	11	176	9	313	10
	No Response	3	1	6	1	1	0	6	0	4	0	12	1	16	0
	TOTALS	516		728		695		1147		1211		1875		3086	
1.5	SIZE OF HOME TOWN														
	Live on a Farm	51	10	58	8	82	12	109	9	133	11	167	9	300	10
	Less than 2500	73	14	117	16	124	18	211	18	197	16	328	17	525	17
	Between 2500 and 24,000	104	20	171	23	166	24	273	24	270	22	444	24	714	23
	Between 25,000 and 99,999	107	21	152	21	144	21	234	20	251	21	386	21	637	21
	Between 100,000 and 1,000,000	121	23	133	18	116	17	201	17	237	20	334	18	571	18
	More than One Million	56	11	91	12	62	9	110	10	118	10	201	11	319	10
	No Response	4	1	6	1	1	0	9	1	5	0	15	1	20	1
	TOTALS	516		728		695		1147		1211		1875		3086	
1.6	FATHER'S OCCUPATION														
	Domestic Service	14	3	16	2	14	2	19	2	28	2	35	2	63	2
	Farm Worker	21	4	24	3	31	4	35	3	52	4	59	3	111	4
	Laborer	94	18	122	17	138	20	224	19	232	19	346	18	578	19
	Semi-Skilled Worker	34	7	89	12	68	10	117	10	102	8	206	11	308	10
	Skilled Worker or Foreman	52	10	88	12	74	11	162	14	126	10	250	13	376	12
	Clerical Worker	11	2	19	3	7	1	28	2	18	1	47	2	65	2
	Service Worker	14	3	24	3	18	3	23	2	32	3	47	2	79	3
	Protective Worker	8	2	5	1	5	1	13	1	13	1	18	1	31	1
	Technical Worker	9	2	11	1	3	0	20	2	12	1	31	2	43	1
	Farm or Ranch Owner or Manager	7	1	22	3	18	3	27	2	25	2	49	3	74	2
	Salesman	7	1	6	1	5	1	11	1	12	1	17	1	29	1
	Proprieter or Small Business Owner	15	3	31	4	22	3	51	4	37	3	82	4	119	4
	Manager	5	1	3	3	3	0	22	2	8	1	46	2	54	2
	Official or Officer	5	1	17	2	7	1	25	2	12	1	42	2	54	2
	Professional	27	5	56	8	24	3	105	9	51	4	161	9	212	7
	No Response	193	37	174	24	258	37	265	23	451	37	439	23	890	29
	TOTALS	516		728		695		1147		1211		1875		3086	

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		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	NN	PC	N	PC	N	PC
1.7	MOTHER'S OCCUPATION														
	Domestic Service	142	27	161	22	219	31	258	22	361	30	419	22	780	25
	Farm Worker	9	2	9	1	13	2	11	1	22	2	20	1	42	1
	Laborer	14	3	37	5	10	1	35	3	24	2	72	4	96	3
	Semi-Skilled Worker	19	4	25	3	30	4	49	4	49	4	74	4	123	4
	Skilled Worker or Foreman	31	6	20	3	12	2	38	3	43	4	58	3	101	3
	Clerical Worker	22	4	32	4	18	3	44	4	40	3	76	4	116	4
	Service Worker	15	3	21	3	38	5	49	4	53	4	70	4	123	4
	Protective Worker	2	0	2	0	1	0	3	0	3	0	5	0	8	0
	Technical Worker	1	0	10	1	5	1	9	1	6	0	19	1	25	1
	Farm or Ranch Owner or Manager	3	1	7	1	2	0	5	0	5	0	12	1	17	1
	Salesman	8	2	2	0	4	1	5	0	12	1	7	0	19	1
	Proprietor or Small Business Owner	3	1	11	1	9	1	16	1	12	1	27	1	39	1
	Manager	5	1	31	4	10	1	30	3	15	1	61	3	76	2
	Official or Officer	4	1	3	0	3	0	6	0	7	1	9	0	16	0
	Professional	35	7	85	12	45	6	161	14	80	7	246	13	326	11
	No Response	203	39	272	37	276	40	428	37	479	40	700	37	1179	38
	TOTALS	516		728		695		1147		1211		1875		3086	
1.8	FATHER'S EMPLOYMENT STATUS														
	Works Full-time	277	54	514	71	371	53	829	72	648	53	1343	72	1991	64
	Works Part-time	31	6	41	6	43	6	60	5	74	6	101	5	175	6
	Unable to Work	51	10	37	5	66	9	54	5	117	10	91	5	208	7
	Looking for Work	3	1	4	0	3	0	3	0	6	0	7	0	13	0
	Keeps House	3	1	2	0	4	1	2	0	7	0	4	0	11	0
	Not Living in the Home	55	11	37	5	83	12	68	6	138	11	105	6	243	8
	No Response	96	19	93	13	125	18	131	11	221	18	224	12	445	14
	TOTALS	516		728		695		1147		1211		1875		3086	
1.9	MOTHER'S EMPLOYMENT STATUS														
	Works Full-time	191	37	324	44	259	37	527	46	450	37	851	45	1301	42
	Works Part-time	74	14	96	13	103	15	141	12	177	15	237	13	1414	13
	Unable to Work	34	7	34	5	43	6	36	3	77	6	70	4	147	5
	Looking for Work	11	2	11	1	14	2	23	2	25	2	34	2	59	2
	Keeps House	166	32	207	28	209	30	338	29	375	31	545	29	920	30
	Not Living in the Home	12	2	9	1	19	3	16	1	31	3	25	1	56	2
	No Response	28	5	47	6	48	7	66	6	76	6	113	6	189	6
	TOTALS	516		728		695		1147		1211		1875		3086	

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		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
1.10	NUMBER LIVING IN HOUSEHOLD (Parents, Children, and Relatives)														
	1	6	1	29	4	6	1	27	2	12	1	56	3	68	2
	2	31	6	58	8	28	4	73	6	59	5	131	7	190	6
	3	62	12	111	15	82	12	147	13	144	12	258	14	402	13
	4	82	16	134	18	97	14	197	17	179	15	331	18	510	16
	5	69	13	108	15	86	12	184	16	155	13	292	16	447	14
	6	60	12	94	13	108	15	158	14	168	14	252	13	420	14
	7	64	12	57	8	65	9	114	10	129	11	171	9	300	10
	8	34	7	42	6	70	10	84	7	104	9	126	7	230	7
	9	40	8	27	4	58	8	43	4	98	8	70	4	168	5
	10	27	5	18	2	41	6	57	5	68	6	75	4	143	5
	11	19	4	17	2	20	3	21	2	39	3	38	2	77	2
	12 or More	12	2	19	2	29	4	30	2	41	3	49	3	90	3
	No Response	10	2	14	2	5	1	12	1	15	1	26	1	41	1
	TOTALS	516		728		695		1147		1211		1875		3086	
1.11	FATHER'S EDUCATION														
	No Schooling	10	2	14	2	9	1	9	1	19	2	23	1	42	1
	1 to 5 Grades	55	11	62	8	83	12	97	8	138	11	159	8	297	10
	6 to 8 Grades	92	18	120	16	150	22	218	19	242	20	338	18	580	19
	9 to 11 Grades	95	18	138	19	136	20	219	19	231	19	357	19	588	19
	High School Graduate	106	20	155	21	115	16	220	19	221	18	375	20	596	19
	Technical or Business School	28	5	27	4	22	3	39	3	50	4	66	3	116	4
	Some College	28	5	44	6	40	6	86	7	68	6	130	7	198	6
	College Graduate	24	5	77	11	42	6	127	11	66	5	204	11	270	9
	Don't Know	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	No Response	78	15	91	12	98	14	132	11	176	14	223	12	399	13
	TOTALS	516		728		695		1147		1211		1875		3086	
1.12	MOTHER'S EDUCATION														
	No Schooling	5	1	10	1	5	1	7	1	10	1	17	1	27	1
	1 to 5 Grades	19	4	29	4	39	6	57	5	58	5	86	5	144	5
	6 to 9 Grades	97	19	92	13	146	21	168	15	243	20	260	14	503	16
	9 to 11 Grades	142	27	173	24	211	30	286	25	353	29	459	24	812	26
	High School Graduate	143	28	186	25	155	22	264	23	298	25	450	24	748	24
	Technical or Business School	7	1	27	4	28	4	38	3	35	3	65	3	100	3
	Some College	49	9	70	10	58	8	112	10	107	9	182	10	289	9
	College Graduate	31	6	108	15	28	4	168	15	59	5	276	15	335	11
	Don't Know	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	No Response	23	4	33	4	25	4	47	4	48	4	80	4	128	4
	TOTALS	516		728		695		1147		1211		1875		3086	

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
II. THE IMPORTANCE OF COLLEGE TO SELF AND PARENTS														
2.1 MOST IMPORTANT ABOUT GOING TO COLLEGE														
Learn More than in High School	28	5	41	6	36	5	46	4	64	5	87	5	151	5
Better Chance of Changing World	55	10	67	9	34	5	57	5	89	7	124	7	213	7
Appreciate Better Things in Life	37	7	46	3	42	6	96	8	79	6	142	8	221	7
Become Better Person	51	10	88	12	87	12	135	12	138	11	223	12	361	12
Better Job	109	21	168	23	116	17	207	18	225	19	375	20	600	19
Trained to Help People	195	38	237	33	352	51	540	47	547	45	777	41	1324	43
Make More Money	31	6	60	8	22	3	49	4	53	4	109	6	162	5
No Response	10	2	21	3	6	1	17	1	16	1	38	2	54	2
TOTALS	516		728		695		1147		1211		1875		3086	
2.2 WHEN DECISION TO GO TO COLLEGE WAS MADE														
Always Assumed	182	35	275	38	300	43	564	49	482	40	839	45	1321	43
Elementary School	63	12	79	11	99	14	171	15	162	13	250	13	412	13
Junior High School	78	15	107	15	92	13	153	13	170	14	260	14	430	14
High School before Senior Year	81	16	125	17	85	12	123	11	166	14	248	13	414	13
Senior in High School	48	9	85	12	49	7	73	6	97	8	158	8	255	8
After High School Graduation	28	5	43	6	36	5	53	5	64	5	96	5	160	5
After Upward Bound Program	32	6	4	0	32	5	6	0	64	5	10	0	74	2
No Response	4	1	10	1	2	0	4	0	6	0	14	1	20	1
TOTALS	516		728		695		1147		1211		1875		3086	
2.3 TO MY PARENTS MY GOING TO COLLEGE IS														
Beyond Expectations	112	22	89	12	110	16	124	11	222	18	213	11	435	14
Discussed Occasionally	100	19	146	20	108	15	173	15	208	17	319	17	527	17
What was Expected	100	19	185	25	203	29	375	33	303	25	560	13	863	28
Drilled Since Childhood	91	18	152	21	94	13	159	14	185	15	311	17	496	16
Expect Graduating with Honors	104	20	142	19	177	25	306	27	281	23	448	24	729	24
No Response	9	2	14	2	3	0	10	1	12	1	24	1	36	1
TOTALS	516		728		695		1147		1211		1875		3086	
2.4 HOW FATHER EXPECTS YOU TO DO IN COLLEGE														
Don't Know	113	22	102	14	147	21	182	16	260	21	284	15	544	18
Good Enough to Get By	1	0	1	0	3	0	2	0	4	0	3	0	7	0
Middle of Class	9	2	24	3	22	3	57	5	31	3	81	4	112	4
Above Middle of Class	61	12	113	15	91	13	177	15	152	13	290	15	442	14
One of the Best in Class	295	57	444	61	380	55	677	59	675	56	1121	60	1796	58
No Response	37	7	44	6	52	7	52	4	89	7	96	5	185	6
TOTALS	516		728		695		1147		1211		1875		3086	

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
2.5 IF FLUNKED OUT OF COLLEGE PARENTS WOULD														
Probably All Right, Could Work to Help Them	8	2	6	1	10	1	4	0	18	1	10	0	28	1
Not Care, if Not in Trouble	9	2	15	2	5	1	20	2	14	1	35	2	49	2
Be a Little Disappointed	172	33	225	31	257	37	449	39	429	35	674	36	1103	36
Get Me Back in College	269	52	389	53	374	54	571	50	643	53	960	51	1603	52
Be Extremely Embarassed	54	10	82	11	46	7	95	8	100	8	177	9	277	9
No Response	4	1	11	1	3	0	8	1	7	1	19	1	26	1
TOTALS	516		728		695		1147		1211		1875		3086	

III. COLLEGE RACIAL COMPOSITION PREFERENCE

3.1 TYPE OF FACULTY FOR MOSTLY NEGRO STUDENT BODY														
All White	3	1	1	0	1	0	1	0	4	0	2	0	6	0
Predominantly White	8	2	19	3	6	1	16	1	14	1	35	2	49	2
Equal Number of White and Negro	150	29	212	29	176	25	269	23	326	27	481	26	807	26
Predominantly Negro	32	6	59	8	41	6	64	6	73	6	123	7	196	6
All Negro	8	2	10	1	18	3	18	2	26	2	28	1	54	2
Dosen't Matter	62	12	108	15	74	11	128	11	136	11	236	13	372	12
Selected Without Regard to Race	196	38	244	33	303	44	536	47	499	41	780	42	1279	41
Some Degree of Integration, Ratio Doesn't Matter	52	10	54	7	69	10	99	9	121	10	153	8	1274	9
No Response	5	1	2	3	7	1	16	1	12	1	37	2	49	2
TOTALS	516		728		695		1147		1211		1875		3086	
3.2 TYPE OF FACULTY FOR RACIALLY MIXED STUDENTS														
All White	3	1	0	0	0	0	2	0	3	0	2	0	5	0
Predominantly White	6	1	8	1	3	0	4	0	9	1	12	1	21	1
Equal Number of White and Negro	207	40	287	39	263	38	411	36	470	39	698	37	1168	38
Predominantly Negro	3	1	6	1	3	0	3	0	6	0	9	0	15	0
All Negro	0	0	1	0	0	0	2	0	0	0	3	0	3	0
Dosen't Matter	66	13	107	15	61	9	116	10	127	10	223	12	350	11
Selected Without Regard to Race	183	35	253	35	296	43	504	44	479	40	757	40	1236	40
Some Degree of Integration, Ratio Doesn't Matter	40	8	38	5	61	9	85	7	101	8	123	7	224	7
No Response	8	2	28	4	8	1	20	2	16	1	48	3	64	2
TOTALS	516		728		695		1147		1211		1875		3086	

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	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
3.3 TYPE OF FACULTY FOR MOSTLY WHITE STUDENT BODY														
All White	29	6	28	4	24	3	41	4	53	4	69	4	122	4
Predominantly White	41	8	68	9	52	7	74	6	93	8	142	8	235	8
Equal Number of White and Negro	121	23	189	26	154	22	251	22	275	23	440	23	715	23
Predominantly Negro	10	2	9	1	8	1	11	1	18	1	20	1	38	1
All Negro	4	1	4	0	0	0	11	1	4	0	15	1	19	1
Doesn't Matter	60	12	103	14	77	11	139	12	137	11	242	13	379	12
Selected Without Regard to Race	188	36	249	34	300	43	492	43	488	40	741	39	1229	40
Some Degree of Integration, Ratio Doesn't Doesn't Matter	51	10	46	6	70	10	103	9	121	10	148	8	270	9
No Response	12	2	32	4	10	1	25	2	22	2	57	3	79	3
TOTALS	516		728		695		1147		1211		1875		3086	
3.4 NUMBER OF NEGRO STUDENTS IN IDEAL COLLEGE														
None	4	1	4	0	7	1	55	0	11	1	9	0	20	1
A Few	45	9	69	9	56	8	79	7	101	8	148	8	249	8
About Half	264	51	357	49	346	50	539	47	610	50	896	48	1506	49
Most	103	20	135	18	144	21	265	23	247	20	400	21	647	21
Just About All	81	16	123	17	129	19	225	20	210	17	348	19	558	18
No Response	19	4	40	5	13	2	34	3	32	3	74	4	106	3
TOTALS	516		728		695		1147		1211		1875		3086	
3.5 NUMBER OF NEGRO TEACHERS IN IDEAL COLLEGE														
None	3	1	16	2	10	1	11	1	13	1	27	1	40	1
A Few	57	11	75	10	76	11	109	9	133	11	184	10	317	10
About Half	335	65	429	59	434	62	716	62	769	63	1145	61	1914	62
Most	68	13	108	15	102	15	156	14	170	14	264	14	434	14
Just About All	32	6	52	7	60	9	114	10	92	8	166	9	258	8
No Response	21	4	48	7	13	2	41	4	34	3	89	5	123	4
TOTALS	516		728		695		1147		1211		1875		3086	

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		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
3.6	NEGRO COLLEGE STUDENTS SHOULD ATTEND														
	Predominantly White Colleges	40	8	54	7	43	6	61	5	83	7	115	6	198	6
	Predominantly Negro Colleges	24	5	44	6	41	6	64	6	65	5	108	6	173	6
	Makes No Difference	443	86	624	86	605	87	1010	88	1048	86	1634	87	2682	87
	No Response	9	2	6	1	6	1	12	1	15	1	18	1	33	1
	TOTALS	516		728		695		1147		1211		1875		3086	
3.7	PARTICIPATION IN CITIZENSHIP ACTIVITIES														
	Vote-Registration	70	14	111	15	101	14	169	15	171	14	280	15	451	15
	Election Compaign	41	8	69	9	67	10	115	10	108	9	184	10	292	9
	Civil Disobediance	17	3	18	2	8	1	16	1	25	2	34	2	59	2
	Membe- of Civil Rights Group	64	12	79	11	53	8	108	9	117	10	187	10	304	10
	Civil Rights Protest Activity	65	13	63	9	54	8	102	9	119	10	165	9	284	9
	Other	44	9	45	6	56	8	53	5	100	8	98	5	198	6
	No Response	215	42	343	47	356	51	584	51	571	47	927	49	1498	48
	TOTALS	516		728		695		1147		1211		1875		3086	

IV. HIGH SCHOOL BACKGROUND AND LEVEL OF ASPIRATION-EXPECTATION

4.1	SIZE OF HIGH SCHOOL GRADUATING CLASS														
	Less than 50	56	11	86	12	100	14	145	13	156	13	231	12	387	12
	51 to 99	112	22	144	29	151	22	244	21	263	22	388	21	651	21
	100 to 150	65	13	95	13	89	13	175	15	154	13	270	14	424	14
	151 to 200	62	12	83	11	81	12	100	9	143	12	183	10	326	11
	201 to 300	71	14	88	12	106	15	150	13	177	15	238	13	415	13
	301 to 400	73	14	95	13	77	11	169	15	150	12	264	14	414	13
	401 to 500	37	7	65	8	43	6	72	6	80	7	137	7	217	7
	Over 500	36	7	70	10	47	7	87	8	83	7	157	8	240	8
	No Response	4	1	2	0	1	0	5	0	5	0	7	0	12	0
	TOTALS	516		728		695		1147		1211		1875		3086	

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		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
4.2	HOW BRIGHT IN COMPARISON TO HIGH SCHOOL GRADUATING CLASSMATES														
	Among the Lowest	3	1	2	0	1	0	1	0	4	1	3	0	7	0
	Below Average	8	2	18	2	10	1	30	3	18	1	48	3	66	2
	Average	156	30	300	41	259	37	453	39	445	30	753	40	1168	38
	Above Average	194	38	254	35	226	32	364	32	420	35	618	33	1038	34
	Among the Brightest	151	29	147	20	197	28	296	26	348	29	443	24	791	26
	No Response	4	1	7	1	2	0	3	0	6	0	10	0	16	0
	TOTALS	516		728		695		1147		1211		1875		3086	
4.3	STUDY TIME COMPARED WITH HIGH SCHOOL CLASSMATES														
	Don't Know	56	11	98	13	77	11	146	13	133	11	244	13	377	12
	Less	122	24	148	20	75	11	97	8	197	16	245	13	442	14
	About the Same	214	41	331	45	326	47	553	48	540	45	884	47	1424	46
	More	114	22	118	16	206	30	322	28	320	26	440	23	760	25
	No Response	10	2	33	4	11	2	29	2	21	2	64	3	83	3
	TOTALS	516		728		695		1147		1211		1875		3086	
4.4	BOOKS READ IN PAST YEAR														
	None	66	13	132	18	39	6	94	8	105	9	226	12	331	11
	1 to 5	217	42	332	46	301	43	510	44	518	43	842	45	1360	44
	6 to 10	115	22	140	19	157	23	256	22	272	22	396	21	668	22
	11 to 15	46	9	47	6	82	12	129	11	128	11	176	9	304	10
	16 to 20	19	4	25	3	43	6	45	4	62	5	70	4	132	4
	21 or more	40	8	26	4	61	9	89	8	101	8	115	6	216	7
	No Response	13	2	26	4	12	2	24	2	25	2	50	3	75	2
	TOTALS	516		728		695		1147		1211		1875		3086	
4.5	HOW GOOD A STUDENT DO YOU WANT TO BE IN COLLEGE														
	Don't Care	0	0	2	0	1	0	0	0	1	0	2	0	3	0
	Good Enough to Get By	2	0	2	0	1	0	9	1	3	1	11	1	14	0
	Middle of Class	12	2	30	4	25	4	58	5	37	3	88	5	125	4
	Above Middle of Class	95	18	174	24	127	18	278	24	222	18	452	24	674	22
	One of Best in Class	402	78	514	71	539	78	800	70	941	78	1314	70	2255	73
	No Response	5	1	6	1	2	0	2	0	7	1	8	0	15	0
	TOTALS	516		728		695		1147		1211		1875		3086	

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
4.6 IF YOU HAD TO STOP COLLEGE HOW WOULD YOU FEEL														
Like to End Pressure	0	0	5	1	1	0	5	0	1	0	10	0	11	0
Wouldn't Care	4	1	11	1	1	0	14	1	5	0	25	1	30	1
Disappointed	85	16	147	20	106	15	233	20	191	16	380	20	571	18
Try Hard to Continue	165	32	243	37	245	35	402	35	410	34	645	34	1005	34
Do Almost Anything to Stay	259	50	316	43	338	49	490	43	597	49	806	43	1403	45
No Response	3	1	6	1	4	1	3	0	7	1	9	0	16	0
4.7 VOCATIONAL OR PROFESSIONAL PREFERENCE AFTER COLLEGE GRADUATION														
Domestic Service	2	0	1	0	2	0	0	0	4	0	1	0	5	0
Farm Worker	2	0	4	0	1	0	0	0	3	0	4	0	7	0
Laborer	1	0	2	0	1	0	0	0	2	0	2	0	4	0
Semi-Skilled Worker	0	0	2	0	1	0	1	0	1	0	3	0	4	0
Skilled Worker or Foreman	2	0	7	1	1	0	3	0	3	0	10	0	13	0
Clerical Worker	5	1	8	1	35	5	50	4	40	3	58	3	98	3
Service Worker	4	1	5	1	4	1	4	0	8	1	9	0	17	1
Protective Worker	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Technical Worker	14	3	23	3	9	1	12	1	23	2	35	2	58	2
Farm or Ranch Owner or Manager	0	0	0	0	1	0	0	0	1	0	0	0	1	0
Salesman	2	0	2	0	0	0	0	0	2	0	2	0	4	0
Proprieter or Small Business Owner	1	0	2	0	1	0	0	0	2	0	2	0	4	0
Manager	15	3	38	5	11	2	11	1	26	2	49	3	75	2
Official or Officer	4	1	4	0	2	0	4	0	6	0	8	0	14	0
Professional	205	40	224	31	292	42	361	31	497	4[illegible]	585	31	1082	35
Profession in the Area of English	21	4	38	5	33	5	94	8	54	4	132	7	186	6
Profession in the Area of Math	32	6	50	7	33	5	57	5	65	5	107	6	172	6
Profession in the Area of Social Science	64	12	59	8	142	20	241	21	206	17	300	16	506	16
Profession in the Area of Natural Science	44	8	50	7	47	7	80	7	91	7	130	7	221	7
Don't Know	34	7	35	5	28	4	38	3	62	5	73	4	135	4
No Response	64	12	174	24	51	7	191	17	115	9	365	19	480	16

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
4.8 CERTAINTY OF VOCATIONAL OR PROFESSIONAL PREFERENCE														
Not Certain	27	5	51	7	29	4	44	4	46	4	95	5	151	5
One of Several Possibilities	85	16	112	15	108	15	134	12	193	16	246	13	439	14
Fairly Certain	156	30	197	27	156	22	279	24	312	26	496	25	788	25
What Always Wanted to Do	152	29	198	27	271	39	464	40	423	35	662	35	1085	35
Definitely	73	14	140	19	122	18	192	17	195	16	332	18	527	17
No Response	23	4	30	4	9	1	34	3	32	3	64	3	96	3
TOTALS	516		728		695		1147		1211		1875		3086	

V. COLLEGE ENTRANCE EXAMINATION AND GENERAL ABILITY SCORES

5.1 DISTRIBUTIONS AND PERCENTILE RANKS OF ACT COMPOSITE SCORES

Scale															Scale
36	0	100	0	100	0	100	0	100	0	100	0	100	0	100	36
35	0	100	0	100	0	100	0	100	0	100	0	100	0	100	35
34	0	100	0	100	0	100	0	100	0	100	0	100	0	100	34
33	0	100	0	100	0	100	0	100	0	100	0	100	0	100	33
32	0	100	0	100	0	100	0	100	0	100	0	100	0	100	32
31	0	100	0	100	0	100	0	100	0	100	0	100	0	100	31
30	0	100	1	100	0	100	0	100	0	100	1	100	1	100	30
29	0	100	1	100	0	100	0	100	0	100	1	100	1	100	29
28	0	100	1	100	0	100	0	100	0	100	1	100	1	100	28
27	0	100	0	100	0	100	1	100	0	100	1	100	1	100	27
26	0	100	0	100	1	100	0	100	1	100	0	100	1	100	26
25	1	100	5	99	2	100	1	100	3	100	6	100	9	100	25
24	0	100	3	99	3	99	4	100	3	100	7	99	10	99	24
23	9	99	12	98	2	99	14	99	11	99	26	98	37	95	23
22	9	97	12	96	66	98	18	97	15	98	30	97	45	97	22
21	20	94	28	93	12	97	33	95	32	96	61	94	93	95	21
20	13	91	21	90	16	95	26	92	29	93	47	91	76	92	20
19	23	87	30	86	23	92	47	89	46	90	77	88	123	89	19
18	18	83	25	82	32	88	46	85	50	86	71	84	121	85	18
17	26	79	32	78	32	83	49	81	58	82	81	80	139	80	17
16	28	74	29	74	35	78	61	76	63	76	90	95	153	76	16
15	31	68	30	70	46	72	54	71	77	70	84	70	161	70	15
14	41	61	43	64	40	66	65	65	81	64	108	65	189	65	14
13	40	53	46	58	48	60	84	59	88	57	130	59	218	58	13
12	42	45	42	52	71	51	86	51	113	48	128	51	241	50	12
11	42	36	60	45	54	42	89	43	96	39	149	44	245	42	11

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL		
	N	PC	NN	PC	N	PC	N	PC	N	PC	N	PC	N	PC	
5.1 DISTRIBUTIONS AND PERCENTILE RANKS OF ACT COMPOSITE SCORES (Continued)															
Scale															Scale
10	42	28	60	36	59	33	92	35	101	31	152	36	253	34	10
9	30	21	57	28	51	24	80	28	81	23	137	28	218	26	9
8	33	15	52	20	51	18	86	20	84	16	138	20	222	19	8
7	27	9	36	14	38	11	67	13	65	10	103	14	168	12	7
6	13	5	32	9	33	6	49	8	46	5	81	9	127	7	6
5	9	3	22	6	11	2	41	4	20	3	63	5	83	4	5
4	6	1	14	3	8	1	15	2	14	1	29	2	43	2	4
3	2	1	9	1	2	0	5	1	4	0	14	1	18	1	3
2	2	0	4	0	1	0	5	0	3	0	9	0	12	0	2
1	0	0	1	0	0	0	0	0	0	0	1	0	1	0	1
TOTALS	507		708		677		1118		1184		1826		3010		
5.1a DISTRIBUTIONS AND PERCENTAGE IN VARIOUS TEST SCORE INTERVALS															
26 - 36	0	0.0	3	0.4	1	0.1	1	0.0	1	0.0	4	0.2	5	0.2	
21 - 25	39	7.7	60	8.5	25	3.7	70	6.3	64	5.4	130	7.1	194	6.4	
16 - 20	108	21.3	137	19.3	138	20.4	229	20.5	246	20.8	366	20.0	612	20.3	
1 - 15	260	71.0	508	71.7	513	75.8	818	73.2	873	73.7	1326	72.6	2199	73.0	
MEAN		12.99		12.50		12.33		12.35		12.62		12.41		12.49	
S.D.		4.62		5.22		4.39		4.78		4.50		4.95		4.78	
TOTALS	507		708		677		1118		1184		1826		3010		
5.2 DISTRIBUTIONS AND PERCENTILE RANKS OF ACT ENGLISH TEST SCORES															
Scale															Scale
36	0	100	0	100	0	100	0	100	0	100	0	100	0	100	36
35	0	100	0	100	0	100	0	100	0	100	0	100	0	100	35
34	0	100	0	100	0	100	0	100	0	100	0	100	0	100	34
33	0	100	0	100	0	100	0	100	0	100	0	100	0	100	33
32	0	100	0	100	0	100	0	100	0	100	0	100	0	100	32
31	0	100	0	100	0	100	0	100	0	100	0	100	0	100	31
30	0	100	0	100	0	100	0	100	0	100	0	100	0	100	30
29	0	100	1	100	0	100	0	100	0	100	1	100	1	100	29
28	0	100	0	100	0	100	0	100	0	100	0	100	0	100	28
27	0	100	0	100	1	100	0	100	1	100	0	100	1	100	27
26	0	100	2	100	0	100	0	100	1	100	2	100	3	100	26
25	3	100	2	99	1	100	5	100	4	100	7	100	11	100	25
24	1	99	2	99	3	99	12	99	4	99	14	99	18	99	24
23	3	99	6	99	14	98	18	98	17	98	24	98	41	98	23
22	5	98	6	98	9	96	19	96	14	97	24	97	39	97	22

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL		
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	
5.2 DISTRIBUTIONS AND PERCENTILE RANKS OF ACT ENGLISH TEST SCORES (Continued)															
Scale															Scale
21	10	97	11	97	14	95	32	94	24	96	43	95	67	95	21
20	12	94	18	95	30	91	47	90	42	93	65	92	107	92	20
19	20	91	24	92	34	87	55	86	54	89	79	88	133	88	19
18	21	87	31	88	49	81	54	81	70	84	85	83	155	83	18
17	28	82	39	83	53	73	88	74	81	77	127	78	208	77	17
16	32	77	46	77	64	65	97	66	96	70	143	70	239	70	16
15	29	71	41	71	40	57	54	59	69	63	95	64	164	63	15
14	30	65	35	65	39	51	54	55	69	57	89	59	158	58	14
13	48	57	58	59	70	43	105	48	118	49	163	52	281	51	13
12	31	49	36	52	31	36	63	40	62	41	99	45	161	43	12
11	9	45	18	48	25	32	27	36	34	37	45	41	79	39	11
10	33	41	36	45	34	27	65	32	67	33	101	37	168	35	10
9	25	35	38	39	33	22	54	27	48	28	92	32	150	30	9
8	47	28	56	33	42	17	80	21	89	22	136	25	225	24	8
7	41	20	41	26	25	12	49	15	66	15	90	19	156	18	7
6	27	13	47	20	29	8	49	10	56	10	96	14	152	12	6
5	14	9	34	14	18	5	23	7	32	6	57	10	89	8	5
4	12	6	24	10	10	2	21	5	22	4	45	7	67	6	4
3	16	4	31	6	6	1	24	3	22	2	55	4	77	4	3
2	3	2	8	3	2	1	12	2	5	1	20	2	25	2	2
1	7	1	19	1	4	0	13	1	11	0	32	1	43	1	1
5.2a DISTRIBUTIONS AND PERCENTAGE OF STUDENTS IN VARIOUS TEST SCORE INTERVALS															
26 - 36	0	0.0	3	0.4	2	0.3	0	0.0	2	0.2	3	0.2	5	0.2	
21 - 25	22	4.3	27	3.8	41	6.0	86	7.7	63	5.3	113	6.2	176	5.8	
16 - 20	113	22.3	158	22.2	230	33.8	341	30.4	343	28.9	499	27.3	842	27.9	
1 - 15	372	73.4	522	73.5	408	59.9	693	61.9	780	65.6	1215	66.4	1995	66.1	
MEAN		11.80		11.34		13.51		13.06		12.78		12.39		12.55	
S.D.		5.16		5.55		5.00		5.38		5.13		5.5.		5.37	
TOTALS	507		710		681		1120		1188		1830		3018		

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5.3 DISTRIBUTIONS AND PERCENTILE RANKS OF ACT MATHEMATICS TEST SCORES

Scale	PROGRAM MEN N	PC	REGULAR MEN N	PC	PROGRAM WOMEN N	PC	REGULAR WOMEN N	PC	PROGRAM TOTAL N	PC	REGULAR TOTAL N	PC	TOTAL N	PC	Scale
36	0	100	0	100	0	100	0	100	0	100	0	100	0	100	36
35	0	100	0	100	0	100	0	100	0	100	0	100	0	100	35
34	0	100	0	100	0	100	0	100	0	100	0	100	0	100	34
33	0	100	0	100	0	100	0	100	0	100	0	100	0	100	33
32	0	100	0	100	0	100	0	100	0	100	0	100	0	100	32
31	0	100	0	100	0	100	0	100	0	100	0	100	0	100	31
30	1	100	1	100	0	100	0	100	1	100	1	100	2	100	30
29	1	100	2	100	0	100	0	100	1	100	2	100	3	100	29
28	0	100	0	100	0	100	0	100	0	100	0	100	0	100	28
27	1	99	3	99	0	100	3	100	1	100	6	100	7	100	27
26	1	99	5	99	1	100	3	100	2	100	8	99	10	99	26
25	2	99	6	98	2	100	9	99	4	99	15	99	19	99	25
24	7	98	17	96	3	99	7	98	10	99	24	98	34	98	24
23	11	96	23	94	6	99	19	97	17	98	42	96	59	97	23
22	11	94	24	90	9	98	25	95	20	96	49	93	69	94	22
21	11	92	7	88	10	96	20	93	21	94	27	91	48	92	21
20	18	89	27	86	24	94	35	91	42	92	62	89	104	90	20
19	19	85	15	83	9	91	23	88	28	89	38	86	66	87	19
18	37	80	44	79	32	88	55	85	69	85	99	82	168	83	18
17	19	74	24	74	31	84	43	80	50	80	67	78	117	78	17
16	21	70	30	70	35	79	52	76	56	75	82	74	138	74	16
15	26	66	35	65	36	74	64	71	62	70	99	69	161	69	15
14	38	59	38	60	47	67	66	65	85	64	104	63	189	63	14
13	33	52	57	54	51	60	72	59	84	56	129	57	213	57	13
12	36	45	48	46	53	53	85	52	89	50	133	50	222	50	12
11	54	37	58	39	58	44	100	44	112	41	158	42	270	41	11
10	42	27	57	31	69	35	90	35	111	32	147	33	258	33	10
9	1	23	3	26	1	30	6	31	2	27	9	29	11	28	9
8	3	22	9	25	5	30	9	30	8	27	18	28	26	28	8
7	34	19	61	21	55	25	101	25	89	22	162	23	251	23	7
6	0	15	2	17	1	21	1	21	1	19	3	19	4	19	6
5	29	13	40	13	49	17	102	16	78	15	142	15	220	15	5
4	0		0	10	0		2	11	0		2	11	2	11	4
3	0	10	1	10	1	14	3	11	1	12	4	11	5	11	3
2	21	8	43	7	40	11	59	8	61	9	102	8	163	9	2
1	28	3	29	2	53	4	65	3	81	3	94	3	175	3	1

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5.3a DISTRIBUTION AND PERCENTAGE OF STUDENTS IN VARIOUS TEST SCORE INTERVALS

	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
26 - 36	5	1.0	11	1.5	1	0.1	6	0.5	6	0.5	17	0.9	23	0.8
21 - 25	42	8.3	77	10.7	30	4.4	80	7.1	72	6.1	157	8.6	229	7.6
16 - 20	114	22.5	140	19.7	131	19.2	208	18.6	245	20.6	348	19.0	593	19.7
1 - 15	345	68.2	481	67.8	519	76.2	825	73.7	864	72.8	1306	71.4	2170	72.0
MEAN		12.68		12.70		11.24		11.65		11.85		12.06		11.98
S.D.		6.07		6.40		5.79		6.03		5.95		6.19		6.10
TOTALS	506		709		681		1119		1187		1828		3015	

5.4 DISTRIBUTIONS AND PERCENTILE RANKS OF ACT SOCIAL STUDIES-READING TEST SCORES

Scale															Scale
36	0	100	0	100	0	100	0	100	0	100	0	100	0	100	36
35	0	100	0	100	0	100	0	100	0	100	0	100	0	100	35
34	0	100	0	100	0	100	0	100	0	100	0	100	0	100	34
33	0	100	1	100	0	100	0	100	0	100	1	100	1	100	33
32	1	100	2	100	0	100	0	100	1	100	2	100	3	100	32
31	0	100	1	100	0	100	0	100	0	100	1	100	1	100	31
30	0	100	2	99	1	100	3	100	1	100	5	100	6	100	30
29	0	100	3	99	2	100	3	100	2	100	6	99	8	100	29
28	3	100	4	98	4	99	4	99	7	99	8	99	15	99	28
27	2	99	2	98	2	99	3	99	4	99	5	99	9	99	27
26	10	98	8	97	3	98	3	99	13	98	11	98	24	98	26
25	3	97	6	96	5	98	11	98	8	96	17	97	25	97	25
24	8	95	15	95	10	97	15	97	18	96	30	96	48	96	24
23	19	93	13	93	11	95	24	95	30	94	37	94	67	94	23
22	19	89	26	90	15	93	30	93	34	91	56	92	90	92	22
21	16	86	26	86	22	91	32	90	38	88	58	89	96	89	21
20	16	82	15	84	13	88	30	87	29	86	45	86	74	86	20
19	27	78	29	80	23	85	44	84	50	82	73	83	123	82	19
18	17	74	22	77	18	82	31	81	35	79	53	79	88	79	18
17	20	70	24	74	22	79	33	78	42	76	57	76	99	76	17
16	32	65	34	70	46	74	73	73	78	70	107	72	185	71	16
15	23	60	17	66	18	70	39	68	41	65	56	67	97	66	15
14	22	55	25	63	28	66	51	64	50	62	76	64	126	63	14
13	27	50	28	59	41	61	53	59	68	57	81	59	149	58	13
12	17	46	34	55	26	56	54	55	43	52	88	55	131	54	12
11	29	42	31	50	38	52	48	50	67	47	79	50	146	49	11
10	25	36	40	45	49	45	58	45	74	41	98	45	172	44	10

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL		
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	
5.4 DISTRIBUTIONS AND PERCENTILE RANKS OF ACT SOCIAL STUDIES-READING TEST SCORES (Continued)															
Scale															Scale
9	24	31	32	40	38	39	70	39	62	36	102	40	164	38	9
8	22	27	43	35	42	33	57	34	64	30	100	34	164	33	8
7	20	23	41	29	40	27	43	29	60	25	84	29	144	28	7
6	21	19	30	24	36	21	59	25	57	20	89	24	146	23	6
5	18	15	39	19	35	16	43	20	53	16	82	20	135	18	5
4	16	11	22	15	33	11	42	16	49	11	64	16	113	14	4
3	13	9	20	12	21	7	55	12	34	8	75	12	109	10	3
2	8	7	24	9	16	5	35	8	24	5	59	8	83	7	2
1	29	3	50	4	23	2	73	3	52	2	123	3	175	3	1
5.4a DISTRIBUTION AND PERCENTAGE OF STUDENTS IN VARIOUS TEST SCORE INTERVALS															
26 - 36	26	5.1	23	3.2	12	1.8	16	1.5	28	2.3	39	2.1	67	2.2	
21 - 25	65	12.8	86	12.1	63	9.2	112	10.0	128	10.8	198	10.8	326	10.8	
16 - 20	112	22.1	124	17.5	122	17.9	211	18.8	234	19.7	335	18.3	569	18.9	
1 - 15	314	61.9	476	67.1	484	71.1	780	69.7	798	67.2	1256	68.7	2054	68.1	
MEAN		12.92		11.89		11.58		11.50		12.15		11.65		11.85	
S.D.		6.86		7.22		6.35		6.74		6.60		6.93		6.80	
TOTALS	507		709		681		1119		1188		1828		3016		
5.5 DISTRIBUTIONS AND PERCENTILE RANKS OF ACT NATURAL SCIENCE-READING TEST SCORES															
Scale															Scale
36	0	100	0	100	0	100	0	100	0	100	0	100	0	100	36
35	0	100	0	100	0	100	0	100	0	100	0	100	0	100	35
34	0	100	1	100	0	100	0	100	0	100	1	100	1	100	34
33	0	100	1	100	0	100	0	100	0	100	1	100	1	100	33
32	0	100	2	100	0	100	0	100	0	100	2	100	2	100	32
31	0	100	1	99	1	100	0	100	1	100	1	100	2	100	31
30	0	100	1	99	0	100	0	100	0	100	1	100	1	100	30
29	1	100	0	99	0	100	0	100	1	100	0	100	1	100	29
28	1	100	3	99	1	100	0	100	2	100	3	100	5	100	28
27	4	99	4	98	0	100	2	100	4	99	6	99	10	99	27
26	7	98	7	98	3	99	7	100	10	99	14	99	24	99	26
25	6	97	10	96	2	99	6	99	8	98	16	98	24	98	25
24	12	95	14	95	8	98	14	98	20	97	28	97	48	97	24
23	11	93	12	93	6	97	14	97	17	95	26	95	43	95	23
22	11	91	16	91	11	96	14	96	22	94	30	94	52	94	22
21	18	88	31	88	23	94	42	93	41	91	72	91	114	91	21

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5.5 DISTRIBUTION AND PERCENTILE RANKS OF ACT NATURAL SCIENCE-READING TEST SCORES (Continued)

Scale	PROGRAM MEN N	PC	REGULAR MEN N	PC	PROGRAM WOMEN N	PC	REGULAR WOMEN N	PC	PROGRAM TOTAL N	PC	REGULAR TOTAL N	PC	TOTAL N	PC	Scale
20															
19	11	85	23	84	7	91	25	90	18	89	49	88	67	88	20
18	21	82	25	80	24	89	33	87	45	86	58	85	103	85	19
17	23	77	25	77	20	86	28	85	43	82	53	82	96	82	18
16	24	73	24	73	31	82	41	82	55	78	65	78	120	78	17
15	48	66	42	69	56	76	98	75	104	71	140	73	244	72	16
14	31	58	34	63	40	69	72	68	71	64	106	66	177	65	15
13	33	51	52	57	43	62	71	61	76	48	123	60	199	59	14
12	31	45	42	51	47	56	64	55	78	51	106	53	184	53	13
11	32	39	45	44	49	49	93	48	81	45	138	47	219	46	12
10	29	33	52	38	52	41	65	41	81	38	117	40	198	39	11
9	39	26	60	30	50	34	76	35	89	30	136	33	225	32	10
8	30	19	36	23	44	27	79	28	74	24	115	26	189	25	9
7	45	12	55	16	77	18	120	19	122	15	175	18	297	17	8
6	10	6	34	10	25	10	40	12	35	9	74	11	109	10	7
5	7	5	17	7	25	7	46	8	32	6	63	7	95	7	6
4	6	3	13	4	12	4	24	5	18	4	37	5	55	4	5
3	5	2	9	3	5	3	15	3	10	3	24	3	34	3	4
2	3	1	7	2	8	2	9	2	11	2	16	2	27	2	3
1	4	1	3	1	4	1	7	1	8	1	10	1	18	1	2
	2	0	6	0	4	0	11	0	6	0	17	0	23	0	1
TOTALS	505		707		678		1117		1183		1824		3007		

5.5a DISTRIBUTION AND PERCENTAGE OF STUDENTS IN VARIOUS TEST SCORE INTERVALS

26 - 36	13	2.6	20	2.8	5	0.7	9	0.8	18	1.5	29	1.6	47	1.6
21 - 25	58	11.5	83	11.7	50	7.4	90	8.0	108	9.1	173	9.5	281	9.3
16 - 20	127	25.1	139	19.7	138	20.3	226	20.2	265	22.4	365	20.0	630	20.9
1 - 15	307	60.8	465	65.8	485	71.5	792	70.9	792	66.9	1257	68.9	2049	68.1
MEAN		14.06		13.62		12.61		12.63		13.27		13.01		13.10
S.D.		5.43		5.84		4.95		5.13		5.21		5.43		5.34
TOTALS	505		707		678		1117		1183		1824		3007	

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5.6 SRA - VERBAL ABILITIES FORM (Percentile Rank) - Continued

Scale	PROGRAM MEN N	PROGRAM MEN PC	REGULAR MEN N	REGULAR MEN PC	PROGRAM WOMEN N	PROGRAM WOMEN PC	REGULAR WOMEN N	REGULAR WOMEN PC	PROGRAM WOMEN N	PROGRAM WOMEN PC	REGULAR TOTAL N	REGULAR TOTAL PC	TOTAL N	TOTAL PC	Scale
84	0	100	0	100	0	100	0	100	0	100	0	100	0	100	84
83	0	100	0	100	0	100	0	100	0	100	0	100	0	100	83
82	0	100	1	100	0	100	0	100	0	100	1	100	1	100	82
81	0	100	0	100	0	100	0	100	0	100	0	100	0	100	81
80	0	100	1	100	1	100	0	100	1	100	1	100	2	100	80
79	0	100	0	100	0	100	0	100	0	100	0	100	0	100	79
78	0	100	0	100	0	100	0	100	0	100	0	100	0	100	78
77	0	100	0	100	0	100	0	100	0	100	0	100	0	100	77
76	0	100	1	100	0	100	1	100	0	100	2	100	2	100	76
75	0	100	0	100	0	100	0	100	0	100	0	100	0	100	75
74	1	100	0	100	0	100	0	100	1	100	0	100	1	100	74
73	1	100	1	100	1	100	1	100	2	100	2	100	4	100	73
72	0	100	3	99	0	100	0	100	0	100	3	100	3	100	72
71	1	100	0	99	0	100	2	100	1	100	2	99	3	100	71
70	0	99	0	99	2	100	1	100	2	100	1	99	3	99	70
69	2	99	0	99	1	99	2	99	3	99	2	99	5	99	69
68	0	99	3	99	1	99	1	99	1	99	4	99	5	99	68
67	4	99	1	99	0	99	2	99	4	99	3	99	7	99	67
66	1	98	2	98	1	99	2	99	2	99	4	99	6	99	66
65	3	98	1	98	0	99	2	99	3	98	3	99	6	99	65
64	4	97	4	98	4	99	5	99	8	98	9	98	17	98	64
63	3	96	3	96	1	98	6	98	4	98	9	98	13	98	63
62	2	96	10	96	4	98	7	97	6	97	17	97	23	97	62
61	5	95	3	95	4	97	1	97	9	96	4	96	13	96	61
60	2	95	2	95	2	97	8	97	4	96	10	96	14	96	60
59	6	94	3	95	3	97	11	96	9	95	14	95	23	95	59
58	5	93	11	94	7	96	5	95	12	95	16	95	28	95	58
57	6	92	12	92	4	95	11	94	10	94	23	94	33	94	57
56	7	90	12	90	6	94	14	93	13	93	26	92	39	92	56
55	6	89	6	89	10	93	14	92	16	91	20	91	36	91	55
54	10	87	11	88	4	92	10	91	14	90	21	90	35	90	54
53	9	86	10	87	12	91	14	90	21	89	24	89	45	89	53
52	7	84	9	85	5	90	24	88	12	87	33	87	45	87	52
51	11	82	9	84	11	89	18	86	22	86	27	85	49	86	51
50	8	90	12	83	8	87	26	84	16	84	38	84	54	84	50
49	8	79	17	80	17	85	15	83	25	833	332	82	57	80	49
48	7	77	8	79	13	83	22	81	20	81	30	80	50	80	48
47	8	76	15	77	13	81	29	79	21	79	44	78	65	79	47
46	10	74	11	75	13	80	19	77	23	77	30	76	53	77	46

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL		
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	

5.6 SRA - VERBAL ABILITIES FORM (Percentile Rank) - Continued

Scale															Scale
45	7	73	15	73	21	77	27	75	28	75	42	74	70	75	45
44	18	70	19	71	16	74	20	73	34	73	39	72	73	72	44
43	17	67	12	69	16	72	31	70	33	70	43	70	76	70	43
42	18	63	15	67	23	69	31	68	41	67	46	67	87	67	42
41	21	59	18	65	20	66	27	65	41	63	45	65	86	64	41
40	14	56	20	62	23	63	29	62	37	60	49	62	86	61	40
39	14	53	11	60	20	60	30	60	34	57	41	60	75	59	39
38	17	50	17	58	23	57	31	57	40	54	48	57	88	56	38
37	18	47	24	55	22	54	27	55	40	51	51	55	91	53	37
36	22	43	25	52	18	51	44	51	40	47	69	52	109	50	36
35	22	39	22	48	32	47	34	48	54	43	56	48	110	46	35
34	13	35	13	46	34	42	33	45	47	39	46	45	93	43	34
33	17	32	21	44	19	38	32	42	36	36	53	43	89	40	33
32	11	29	20	41	25	35	42	39	36	33	62	40	98	37	32
31	23	26	20	38	24	35	31	36	47	29	51	37	98	34	31
30	17	22	18	35	19	29	34	33	36	26	52	34	88	31	30
29	11	19	16	33	18	26	30	30	29	23	46	31	75	28	29
28	13	17	22	30	22	23	29	27	35	21	51	28	86	25	28
27	6	15	26	27	19	20	29	25	25	18	55	26	80	23	27
26	11	14	25	23	12	18	20	23	23	16	45	23	68	20	26
25	8	12	21	20	14	16	21	21	22	14	42	20	64	18	25
24	10	10	13	18	15	14	34	18	25	12	47	18	72	16	24
23	8	8	10	16	20	11	20	16	28	10	30	16	58	14	23
22	7	7	15	14	13	9	27	14	20	8	42	14	62	12	22
21	3	6	13	12	10	7	19	12	13	7	32	12	45	10	21
20	6	5	18	10	10	6	20	10	16	5	38	10	54	8	20
19	5	4	15	8	6	5	16	9	11	4	31	8	42	7	19
18	4	3	9	6	9	4	17	7	13	3	26	7	39	5	18
17	5	2	6	5	6	2	15	6	11	2	21	5	32	4	17
16	1	1	4	4	3	2	11	4	4	2	15	4	19	3	16
15	3	1	6	4	1	2	11	3	4	1	17	4	21	3	15
14	0	1	1	3	1	1	11	3	1	1	12	3	13	2	14
13	2	1	10	3	4	1	7	2	6	1	17	2	23	2	13
12	1	0	2	2	0	1	5	1	1	1	7	1	8	1	12
11	1	0	5	1	1	1	7	1	2	0	12	1	14	1	11
10	0	0	3	1	1	1	1	0	1	0	4	0	5	0	10
9	0	0	0	0	0	0	1	0	0	0	1	0	1	0	9
8	0	0	0	0	1	0	1	0	1	0	1	0	2	0	8

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL		
	N	PC	NN	PC	N	PC	N	PC	N	PC	N	PC	N	PC	
5.6 SRA - VERBAL ABILITIES FORM (Percentile Rank) - Continued															
Scale															Scale
7	0	0	2	0	1	0	0	0	1	0	2	0	3	0	7
6	0	0	0	0	0	0	1	0	0	0	1	0	1	0	6
5	0	0	1	0	0	0	0	0	0	0	1	0	1	0	5
4	0	0	0	0	1	0	0	0	1	0	0	0	1	0	4
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL	511		715		691		1129		1202		1844		3046		
5.6a PERCENTAGE OF STUDENTS IN VARIOUS TEST SCORE RANGES															
56 - 84	53	10.3	74	10.3	42	6.1	82	7.3	95	8.0	156	8.4	251	8.2	
45 - 55	91	17.8	128	17.2	127	18.4	218	19.3	218	18.1	341	18.5	559	18.3	
34 - 44	194	38.0	196	27.4	247	35.7	337	29.8	441	36.7	533	28.9	974	32.0	
1 - 33	173	33.8	322	45.0	275	39.8	492	43.6	448	37.2	814	44.1	1262	41.4	
TOTAL	511		715		691		1129		1202		1844		3046		
MEAN		39.06		36.56		36.78		36.27		37.75		36.39		36.92	
S.D.		12.00		13.48		11.49		12.59		11.76		12.94		12.50	
5.7 SRA - NON-VERBAL ABILITIES FORM (Percentile Rank)															
Scale															Scale
60	0	100	0	100	0	100	0	100	0	100	0	100	0	100	60
59	0	100	0	100	0	100	1	100	0	100	1	100	1	100	59
58	0	100	1	100	0	100	0	100	0	100	1	100	1	100	58
57	0	100	4	100	2	100	6	100	2	100	10	100	12	100	57
56	0	100	2	99	3	99	1	99	3	100	3	99	6	99	56
55	5	100	8	98	1	99	4	99	6	99	12	99	18	99	55
54	7	98	7	97	3	99	9	99	10	99	16	98	26	98	54
53	14	96	12	96	8	98	13	98	22	97	25	97	47	97	53
52	22	93	19	94	17	96	31	96	39	95	50	95	89	95	52
51	16	89	16	91	25	93	34	93	41	91	50	92	91	92	51
50	28	85	51	87	21	90	52	89	49	88	103	88	152	88	50
49	32	79	37	81	33	86	48	85	65	83	85	83	150	83	49
48	32	73	51	74	53	80	52	80	85	77	103	78	188	77	48
47	32	66	46	68	49	72	61	75	81	70	107	72	188	71	47
46	42	59	51	61	53	65	84	69	95	63	135	66	230	64	46
45	41	51	60	53	41	58	84	61	82	55	144	58	226	57	45
44	37	43	57	45	47	52	94	53	84	48	151	50	235	49	44
43	24	37	36	38	41	46	71	46	65	42	107	43	172	43	43
42	38	31	40	33	44	39	75	40	82	36	115	37	197	37	42

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5.7 SRA - NON-VERBAL ABILITIES FORM (Percentile Rank) - Continued

Scale	PROGRAM MEN N	PROGRAM MEN PC	REGULAR MEN N	REGULAR MEN PC	PROGRAM WOMEN N	PROGRAM WOMEN PC	REGULAR WOMEN N	REGULAR WOMEN PC	PROGRAM TOTAL N	PROGRAM TOTAL PC	REGULAR TOTAL N	REGULAR TOTAL PC	TOTAL N	TOTAL PC	Scale
41	31	25	27	28	41	33	59	34	72	30	86	32	158	31	41
40	23	19	31	24	44	27	62	29	67	24	93	27	160	26	40
39	22	15	30	20	33	22	61	23	55	19	91	22	146	21	39
38	17	11	25	16	30	17	34	19	47	14	59	18	106	17	38
37	11	8	18	13	23	13	45	15	34	11	63	15	97	13	37
36	9	6	21	10	14	11	33	12	23	9	54	11	77	10	36
35	6	5	12	8	17	8	32	9	23	7	44	9	67	8	35
34	5	4	9	7	13	6	21	7	18	5	30	7	48	6	34
33	5	3	8	5	6	5	18	5	11	4	20	5	37	5	33
32	8	2	5	5	8	4	8	4	16	3	13	4	29	4	32
31	0	1	10	4	4	3	9	3	4	2	19	3	23	3	31
30	0	1	4	3	4	2	0	3	4	2	4	3	8	2	30
29	1	1	4	2	4	2	8	2	5	1	12	2	17	2	29
28	1	0	2	2	0	1	4	2	1	1	6	2	7	1	28
27	0	0	0	1	0	1	5	1	0	1	5	1	5	1	27
26	0	0	1	1	2	1	2	1	2	1	3	1	5	1	26
25	0	0	2	1	0	1	1	1	0	1	3	1	3	1	25
24	0	0	0	1	1	1	1	1	1	1	1	1	2	1	24
23	0	0	1	1	1	1	2	1	1	1	3	1	4	1	23
22	2	0	0	1	2	1	0	1	4	0	0	1	4	1	22
21	0	0	0	1	0	1	2	1	0	0	2	1	2	1	21
20	0	0	0	1	0	1	1	0	0	0	1	1	1	1	20
19	0	0	1	1	0	1	0	0	0	0	1	1	1	0	19
18	0	0	1	1	1	1	1	0	1	0	2	0	3	0	18
17	0	0	0	1	0	0	0	0	0	0	0	0	0	0	17
16	0	0	0	1	0	0	1	0	0	0	1	0	1	0	16
15	0	0	0	1	0	0	1	0	0	0	1	0	1	0	15
14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	14
13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	13
12	0	0	1	0	1	0	0	0	1	0	1	0	2	0	12
11	0	0	1	0	0	0	0	0	0	0	1	0	1	0	11
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10
9	0	0	1	0	0	0	0	0	0	0	1	0	1	0	9
8	0	0	0	0	1	0	1	0	1	0	1	0	2	0	8
7	0	0	0	0	0	0	1	0	0	0	1	0	1	0	7
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
4	0	0	0	0	1	0	0	0	1	0	0	0	1	0	4
3	0	0	1	0	0	0	0	0	0	0	1	0	1	0	3

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		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL		
		N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	
5.7	SRA - NON-VERBAL ABILITIES FORM (Percentile Rank) - Continued															
	Scale															Scale
	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	TOTALS	511		714		692		1133		1203		1847		3050		
5.7a	PERCENTAGE OF STUDENTS IN VARIOUS TEST SCORE RANGES															
	49 - 60	124	24.3	157	22.0	113	16.3	199	17.6	237	19.7	356	19.3	593	19.4	
	43 - 48	208	40.7	301	42.1	284	41.0	446	39.4	492	40.9	747	40.4	1239	40.6	
	37 - 42	142	27.8	171	23.9	215	31.1	336	29.6	357	29.7	50	27.4	864	28.3	
	1 - 36	37	7.2	85	11.9	80	11.6	152	13.4	117	9.7	237	12.8	354	11.6	
	MEAN		44.47		43.73		43.111		42.92		43.69		43.24		43.42	
	S.D.		5.35		6.49		6.17		6.14		5.87		6.29		6.13	
	TOTAL	511		714		692		1133		1203		1847		3050		

VI. RELATIVE ABILITY TO CONTROL ENVIRONMENT

6.1	DID YOU EVER PURPOSELY MISS SCHOOL LAST YEAR															
	No	300	72	534	73	585	84	977	85	955	79	1511	81	2466	80	
	1 or 2 Days	100	19	136	19	91	13	139	12	191	16	275	15	466	15	
	3 to 6 Days	21	4	29	4	11	2	20	2	32	3	49	3	81	3	
	7 to 15 Days	5	1	15	2	3	0	7	1	8	1	22	1	30	1	
	17 or More Days	14	3	5	1	3	0	0	0	17	1	5	0	22	1	
	No Response	6	1	9	1	2	0	4	0	8	1	13	1	21	1	
	TOTALS	516		728		695		1147		1211		1875		3086		
6.2	I WOULD DO BETTER IN SCHOOL IF TEACHERS WENT SLOWER															
	Agree	184	36	192	26	240	34	333	29	424	35	525	28	949	31	
	Not Sure	194	38	268	37	245	35	398	35	439	36	666	35	1105	36	
	Disagree	135	26	261	36	207	30	412	36	342	28	673	36	1015	33	
	No Response	3	1	7	1	3	0	4	0	6	0	11	1	17	1	
	TOTAL	516		728		695		1147		1211		1875		3086		

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		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
6.3	WHEN I TRY I GET STOPPED														
	Agree	74	14	107	15	72	10	141	12	146	12	248	13	394	13
	Not Sure	114	22	182	25	139	20	255	22	253	21	437	23	690	22
	Disagree	325	63	432	59	481	69	747	65	806	67	1179	63	1985	64
	No Response	3	1	7	1	3	0	4	0	6	0	11	1	17	1
	TOTAL	516		728		695		1147		1211		1875		3086	
6.4	SOMETIMES I FEEL I JUST CAN'T LEARN														
	Agree	77	15	122	17	155	22	323	28	232	19	445	24	677	22
	Not Sure	69	13	123	17	123	18	217	19	192	16	339	18	531	17
	Disagree	363	17	475	65	413	59	600	52	776	64	1075	57	851	60
	No Response	7	1	8	1	4	1	8	1	11	1	16	1	27	1
	TOTAL	516		728		695		1147		1211		1875		3086	
6.5	PEOPLE LIKE ME HAVE MORE PROBLEMS SUCCEEDING														
	Agree	13	2	28	4	22	3	27	2	35	3	55	3	90	3
	Not Sure	28	5	68	9	52	7	102	9	80	7	170	9	250	8
	Disagree	471	91	626	86	617	89	1012	88	1088	90	1638	87	2726	88
	No Response	4	1	6	1	4	1	6	0	8	1	12	1	20	1
	TOTAL	516		728		695		1147		1211		1875		3086	

VII. GENERAL ACADEMIC SELF CONCEPTS

7.1	SCHOOL ACHIEVEMENT														
	Very Below Average	3	1	7	1	4	1	4	0	7	1	11	1	18	1
	Below Average	29	6	49	7	20	3	38	3	49	4	87	5	136	4
	Average	285	55	454	62	411	59	700	61	696	57	1154	61	1850	60
	Above Average	171	33	192	26	244	35	366	32	415	34	558	30	973	31
	Very Above Average	24	5	22	3	14	2	36	3	38	3	58	3	96	3
	No Response	4	1	4	0	2	0	3	0	6	0	7	0	13	0
	TOTAL	516		728		695		1147		1211		1875		3086	

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		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
7.2	SCHOOL ABILITY														
	Very Below Average	2	0	4	0	0	0	1	0	2	0	5	0	7	0
	Below Average	10	2	12	2	6	1	16	1	16	1	28	1	44	1
	Average	215	42	377	52	366	53	640	56	481	48	1017	54	1598	52
	Above Average	255	49	282	39	291	42	444	39	546	45	726	39	1272	41
	Very Above Average	30	6	49	7	28	4	42	4	58	5	91	5	149	5
	No Response	4	1	4	0	4	1	4	0	8	1	8	0	16	0
	TOTAL	516		728		695		1147		1211		1875		3086	
7.3	INTELLIGENCE														
	Very Below Average	0	0	1	0	0	0	2	0	0	0	3	0	3	0
	Below Average	3	1	10	1	10	1	3	0	13	1	13	1	26	1
	Average	200	39	315	43	331	48	573	50	531	44	888	47	1419	46
	Above Average	257	50	323	44	301	43	459	40	558	46	782	42	1340	43
	Very Above Average	51	10	73	10	50	7	105	9	101	8	178	9	279	9
	No Response	5	1	6	1	3	0	5	0	8	1	11	1	19	1
	TOTAL	516		728		695		1147		1211		1875		3086	
7.4	VOCABULARY														
	Very Below Average	5	1	19	3	6	1	10	1	11	1	29	1	40	1
	Below Average	102	20	158	22	150	22	232	20	252	21	390	21	642	21
	Average	285	55	415	57	242	61	707	62	709	58	1122	60	1831	59
	Above Average	106	20	120	16	404	15	174	15	210	17	294	16	504	16
	Very Above Average	14	3	12	2	8	1	20	2	22	2	32	2	54	2
	No Response	4	1	4	0	3	0	4	0	7	1	8	0	15	0
	TOTAL	516		728		695		1147		1211		1875		3086	
7.5	DEPENDABILITY, COMPLETING TASKS ON TIME														
	Very Below Average	2	0	4	0	4	1	4	0	6	0	8	0	14	0
	Below Average	45	9	56	8	27	4	44	4	72	6	100	5	172	6
	Average	250	48	367	50	338	49	553	48	588	49	920	49	1508	49
	Above Average	175	34	222	30	249	36	403	35	424	35	625	33	1049	34
	Very Above Average	40	8	62	10	74	11	133	12	114	9	205	11	319	10
	No Response	4	1	7	1	3	0	10	1	7	1	17	1	24	1
	TOTAL	516		728		695		1147		1211		1875		3086	

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		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
7.6	WILLINGNESS TO OFFER ANSWERS IN CLASS														
	Very Below Average	7	1	9	1	9	1	14	1	16	1	23	1	39	1
	Below Average	44	8	70	10	76	11	143	12	120	10	213	11	33	11
	Average	205	40	360	49	346	50	581	51	554	45	941	50	1492	48
	Above Average	192	37	233	32	206	30	317	28	398	33	550	29	948	31
	Very Above Average	59	11	52	7	56	8	87	8	115	9	139	7	254	8
	No Response	9	2	4	0	2	0	5	0	11	1	9	0	20	1
	TOTAL	516		728		695		1147		1211		1875		3086	
7.7	CREATIVITY														
	Very Below Average	1	0	3	0	1	0	9	1	2	0	12	1	14	0
	Below Average	35	7	46	6	67	10	106	9	102	8	152	8	254	8
	Average	263	51	418	57	406	58	648	56	669	55	1066	57	1735	56
	Above Average	171	33	200	27	169	24	296	26	340	28	496	26	836	27
	Very Above Average	41	8	53	7	50	7	78	7	91	7	131	7	222	7
	No Response	5	1	8	1	2	0	19	1	7	1	18	1	25	1
	TOTAL	516		728		695		1147		1211		1875		3086	
7.8	EXPRESSION OF IDEAS														
	Very Below Average	2	0	4	0	4	1	4	0	6	0	8	0	14	0
	Below Average	50	10	86	12	65	9	108	9	115	9	194	10	309	10
	Average	285	55	415	57	435	63	716	62	720	59	1131	60	1851	60
	Above Average	156	30	181	25	168	24	265	23	324	27	446	24	770	25
	Very Above Average	19	4	36	5	20	3	47	4	39	3	83	4	122	4
	No Response	4	1	6	1	3	0	7	1	7	1	13	1	20	1
	TOTAL	516		728		695		1147		1211		1875		3086	

VIII. SPECIFIC ACADEMIC SELF CONCEPTS

8.1	QUANTITATIVE AND ANALYTICAL THINKING														
	Very Below Average	5	1	9	1	7	1	10	1	12	1	19	1	31	1
	Below Average	69	13	80	11	122	18	155	13	191	16	235	12	426	14
	Average	311	60	476	65	476	68	797	69	787	65	1273	68	2070	67
	Above Average	109	21	136	19	78	11	156	14	187	15	292	17	479	15
	Very Above Average	18	4	20	3	8	1	21	2	26	2	41	2	67	2
	No Response	4	1	7	1	4	1	8	1	8	1	15	1	23	1
	TOTAL	516		728		695		1147		1211		1875		3086	

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		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
8.2	KNOWLEDGE OF SOCIAL INSTITUTIONS														
	Very Below Average	7	1	12	2	8	1	16	1	15	1	28	1	43	1
	Below Average	101	20	143	20	150	22	249	22	251	21	392	21	643	21
	Average	296	57	432	59	433	62	729	64	729	60	1161	62	1890	61
	Above Average	95	18	121	17	95	14	124	11	190	16	245	13	435	14
	Very Above Average	10	2	12	2	6	1	16	1	16	1	28	1	44	1
	No Response	7	1	8	1	3	0	13	1	10	1	21	1	31	1
	TOTAL	516		728		695		1147		1211		1875		3086	
8.3	KNOWLEDGE OF BIOLOGICAL AND PHYSICAL SCIENCE														
	Very Below Average	14	3	20	3	19	3	44	4	33	3	64	3	97	3
	Below Average	100	19	150	21	192	28	339	30	292	24	489	26	781	25
	Average	282	55	403	55	405	58	621	54	687	57	1024	55	1711	55
	Above Average	107	21	132	18	68	10	118	10	175	14	250	13	425	14
	Very Above Average	9	2	16	2	7	1	18	2	16	1	34	2	50	2
	No Response	4	1	7	1	4	1	7	1	8	1	14	1	22	1
	TOTAL	516		728		695		1147		1211		1875		3086	
8.4	HOW GOOD IN ENGLISH														
	Very Below Average	9	2	15	2	6	1	7	1	15	1	22	1	37	1
	Below Average	66	13	105	14	38	5	81	7	104	9	186	10	290	9
	Average	265	51	417	57	364	52	626	55	629	52	1043	56	1672	54
	Above Average	152	29	172	24	243	35	371	32	395	33	543	29	938	30
	Very Above Average	19	4	13	2	41	6	56	5	60	5	69	4	129	4
	No Response	5	1	6	1	3	0	6	0	8	1	12	1	20	1
	TOTAL	516		728		695		1147		1211		1875		3086	
8.5	HOW GOOD IN MATH														
	Very Below Average	26	5	33	4	45	6	78	7	71	6	111	6	182	6
	Below Average	114	22	172	24	191	27	314	27	305	25	486	26	791	26
	Average	229	44	305	42	348	50	544	47	577	48	849	45	1426	46
	Above Average	118	23	182	25	98	14	183	16	216	18	365	19	581	19
	Very Above Average	24	25	30	4	9	1	21	2	33	3	51	3	84	3
	No Response	5	1	6	1	4	1	7	1	9	1	13	1	22	1
	TOTAL	516		728		695		1147		1211		1875		3086	

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		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
8.6	HOW GOOD IN SOCIAL SCIENCE														
	Very Below Average	3	1	8	1	6	1	13	1	9	1	21	1	20	1
	Below Average	44	8	65	9	78	11	146	13	122	10	211	11	333	11
	Average	242	47	406	56	385	55	691	60	627	52	1097	58	1724	56
	Above Average	180	35	205	28	195	28	253	22	375	31	458	24	833	27
	Very Above Average	42	8	38	5	27	4	35	3	69	6	73	4	142	5
	No Response	5	1	6	1	4	1	9	1	9	1	15	1	24	1
	TOTAL	516		728		695		1147		1211		1875		3086	
8.7	HOW GOOD IN NATURAL SCIENCE														
	Very Below Average	10	2	8	1	10	1	23	2	20	2	31	2	51	2
	Below Average	65	13	100	14	138	20	240	21	203	18	340	18	543	18
	Average	302	58	430	59	438	63	730	64	740	61	1160	62	1900	62
	Above Average	121	23	161	22	95	14	125	11	216	18	286	15	502	16
	Very Above Average	13	2	23	3	9	1	22	2	22	2	45	3	67	2
	No Response	5	1	6	1	5	1	7	1	10	1	13	1	23	1
	TOTAL	516		728		695		1147		1211		1875		3086	

IX. WORLDVIEW SELF CONCEPTS

9.1	WANTING TO HAVE FREEDOM TO DO WHAT YOU WANT														
	Very Below Average	6	1	5	1	13	2	25	2	19	2	30	2	49	2
	Below Average	29	6	47	6	80	11	98	8	109	9	145	8	254	8
	Average	271	55	367	50	422	61	691	60	693	57	1058	56	1751	57
	Above Average	142	27	186	24	123	18	224	19	265	22	410	22	675	22
	Very Above Average	62	12	119	16	54	8	105	9	116	10	224	12	340	11
	No Response	6	1	4	0	3	0	4	0	9	1	8	0	17	11
	TOTAL	516		728		695		1147		1211		1875		3086	
9.2	TOUGH-MINDED														
	Very Below Average	17	3	29	4	32	5	59	5	49	4	88	5	137	4
	Below Average	107	21	128	18	165	24	269	23	272	22	397	21	669	22
	Average	268	52	419	58	397	57	638	56	665	55	1057	57	1722	56
	Above Average	100	19	109	15	86	12	135	12	186	15	244	13	430	14
	Very Above Average	17	3	35	5	10	1	36	3	27	2	71	4	98	3
	No Response	7	1	8	1	5	1	10	1	12	1	18	1	30	1
	TOTAL	516		728		695		1147		1211		1875		3086	

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		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
9.3	MORE ABSTRACT THAN PRACTICAL														
	Very Below Average	11	2	13	2	9	1	28	2	20	2	41	2	61	2
	Below Average	107	21	148	20	179	26	263	23	286	24	411	22	697	23
	Average	260	50	398	55	376	54	641	56	636	52	1039	55	1675	54
	Above Average	99	19	133	18	105	15	173	15	204	17	306	16	510	16
	Very Above Average	33	6	29	4	22	3	28	2	55	4	57	3	112	4
	No Response	6	1	7	1	4	1	14	1	10	1	21	1	31	1
	TOTALS	516		728		695		1147		1211		1875		3086	
9.4	WILLING TO ACT ON IMPULSE														
	Very Below Average	21	4	27	4	22	3	44	4	43	4	71	4	114	4
	Below Average	123	24	169	23	203	29	281	24	326	27	450	24	776	25
	Average	244	47	353	48	328	47	544	49	572	47	919	49	1491	48
	Above Average	113	22	147	20	115	16	209	18	228	19	356	19	584	19
	Very Above Average	11	2	26	4	22	3	40	3	33	3	66	3	99	3
	No Response	4	1	6	1	5	1	7	1	9	1	13	1	22	1
	TOTALS	516		728		695		1147		1211		1875		3086	

X. EXTRAVERSION SELF CONCEPTS

		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
10.1	WANTING TO LEAD														
	Very Below Average	14	3	6	1	15	2	29	2	29	2	35	2	64	2
	Below Average	81	16	127	17	162	23	268	23	243	20	395	21	638	21
	Average	264	51	395	54	398	57	657	57	662	55	1052	56	1714	55
	Above Average	119	23	160	22	97	14	159	14	216	18	319	17	535	17
	Very Above Average	31	6	36	5	21	3	29	2	52	4	65	3	117	4
	No Response	7	1	4	0	2	0	5	0	9	1	9	0	18	1
	TOTALS	516		728		695		1147		1211		1875		3086	
10.2	LIKING TO SPEAK IN PUBLIC														
	Very Below Average	18	3	30	4	35	5	63	5	53	4	93	5	146	5
	Below Average	136	26	209	29	210	30	319	28	346	29	528	28	874	28
	Average	244	47	350	48	324	47	553	48	568	47	903	48	1471	48
	Above Average	83	16	96	13	87	12	162	14	170	14	258	14	428	14
	Very Above Average	30	6	38	5	37	5	41	4	67	5	79	4	146	5
	No Response	5	1	5	1	2	0	9	1	7	1	14	1	21	1
	TOTALS	516		728		695		1147		1211		1875		3086	

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		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
10.3 ACTIVITIY, ON THE GO															
Very Below Average		2	0	7	1	18	3	30	3	20	2	37	2	57	2
Below Average		63	12	82	11	131	19	182	16	194	16	264	14	458	15
Average		206	40	315	43	308	44	489	43	514	42	804	43	1318	43
Above Average		171	33	228	31	161	23	299	26	332	27	527	28	859	28
Very Above Average		70	14	89	12	74	11	141	12	144	12	230	12	374	12
No Response		4	1	7	1	3	0	6	0	7	1	13	1	20	1
	TOTALS	516		728		695		1147		1211		1875		3086	
XI. PERSONALITY SELF CONCEPTS															
11.1 MENTAL HEALTH															
Very Below Average		1	0	1	0	3	0	4	0	4	0	5	0	9	0
Below Average		15	3	13	2	12	2	27	2	27	2	35	2	62	2
Average		185	36	281	39	335	48	545	47	520	43	826	44	1346	44
Above Average		219	42	276	38	243	35	385	34	462	38	661	35	1123	36
Very Above Average		91	18	152	21	99	14	187	16	190	16	339	18	529	17
No Response		5	1	5	1	3	0	4	0	8	1	9	0	17	1
	TOTALS	516		728		695		1147		1211		1875		3086	
11.2 CHEERFULNESS															
Very Below Average		2	0	5	1	5	1	3	0	7	1	8	0	15	
Below Average		30	6	44	6	24	3	40	3	54	4	84	4	138	4
Average		175	34	288	40	271	39	411	36	446	37	699	37	1145	37
Above Average		222	43	259	36	257	37	418	36	479	40	677	36	1156	37
Very Above Average		82	16	127	17	136	20	267	23	218	18	394	21	612	20
No Response		5	1	5	1	2	0	8	1	7	1	13	1	20	1
	TOTALS	516		728		695		1147		1211		1875		3086	
11.3 EVEN-TEMPERED, EASY GOING															
Very Below Average		8	2	9	1	8	1	15	1	16	1	24	1	40	1
Below Average		41	8	66	9	52	7	112	10	93	8	178	9	271	9
Average		215	42	294	40	332	48	527	46	547	45	821	44	1368	44
Above Average		181	35	243	33	123	31	329	29	394	32	572	30	966	31
Very Above Average		66	13	109	15	88	13	155	13	154	13	264	14	418	13
No Response		5	1	7	1	2	0	9	1	7	1	16	1	23	1
	TOTALS	516		728		695		1147		1211		1875		3086	

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		PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
		N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
11.4	ACCEPTING PEOPLE AT FACE-VALUE														
	Very Below Average	8	2	13	2	20	3	19	2	28	2	32	2	60	2
	Below Average	51	10	58	8	77	11	110	10	128	11	168	9	296	10
	Average	288	56	441	61	416	60	663	58	704	58	1104	59	1808	59
	Above Average	138	27	168	23	147	21	264	23	285	23	432	23	717	23
	Very Above Average	25	5	41	6	32	5	81	7	57	5	122	6	179	6
	No Response	6	1	7	1	3	0	10	1	9	1	17	1	26	1
	TOTALS	516		728		695		1147		1211		1875		3086	
11.5	LIKING TO BE WITH OTHERS														
	Very Below Average	8	2	12	2	4	1	4	0	12	1	16	1	28	1
	Below Average	27	5	40	5	26	4	50	4	53	4	90	5	143	5
	Average	190	37	275	38	239	34	430	37	429	35	705	38	1134	37
	Above Average	192	37	275	38	258	36	387	34	450	37	661	35	1111	36
	Very Above Average	94	18	121	17	166	24	269	23	260	21	390	21	650	21
	No Response	5	1	5	1	2	0	8	1	7	1	13	1	20	1
	TOTALS	516		728		695		1147		1211		1875		3086	
11.6	SENSE OF HUMOR														
	Very Below Average	4	1	6	1	2	0	1	0	6	0	7	0	13	0
	Below Average	17	3	18	2	19	3	32	3	36	3	50	3	86	3
	Average	176	34	271	37	271	39	424	37	447	37	695	37	1142	37
	Above Average	224	43	280	38	270	39	435	38	494	41	715	38	1209	39
	Very Above Average	90	17	145	20	130	19	249	22	220	18	394	21	614	20
	No Response	5	1	8	1	3	0	6	0	8	1	14	1	22	1
	TOTALS	516		728		695		1147		1211		1875		3086	

XII. SOCIAL ANXIETY SELF CONCEPTS

12.1	WANTING TO BE SOCIALLY CORRECT														
	Very Below Average	8	2	11	1	9	1	5	0	17	1	16	1	33	1
	Below Average	36	7	43	6	30	4	23	2	66	5	66	3	132	4
	Average	261	51	354	49	299	43	476	41	560	46	830	44	1390	45
	Above Average	155	30	244	33	249	36	420	37	404	33	664	35	1068	35
	Very Above Average	50	10	72	10	105	15	218	19	155	13	290	15	445	14
	No Response	6	1	4	0	3	0	5	0	9	1	9	0	18	1
	TOTALS	516		728		695		1147		1211		1875		3086	

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
12.2 WANTING TO BE TREATED WITH UNDERSTANDING														
Very Below Average	1	0	4	0	2	0			3	0	4	0	7	0
Below Average	14	3	27	4	9	1	15	1	23	2	42	2	65	2
Average	256	50	372	51	284	41	431	38	540	45	803	45	1343	43
Above Average	169	33	220	30	245	35	437	38	414	34	657	35	1071	35
Very Above Average	70	14	101	14	153	22	258	22	223	18	359	19	582	19
No Response	6	1	4	0	2	0	6	0	8	1	10	0	18	1
Total TOTAL	516		728		695		1147		1211		1875		3086	
12.3 WANTING TO BE LOOKED UP TO AND ADMIRED														
Very Below Average	13	2	5	1	7	1	14	1	20	2	19	1	39	1
Below Average	36	7	57	8	71	10	92	8	107	9	149	8	256	8
Average	301	58	427	59	431	62	667	48	732	60	1094	58	1826	59
Above Average	124	24	171	23	122	18	254	22	246	20	425	23	671	22
Very Above Average	35	7	64	9	61	9	116	10	96	8	180	10	276	9
No Response	7	1	4	0	3	0	4	0	10	1	8	0	18	1
TOTAL	516		728		695		1147		1211		1875		3086	
12.4 WANTING TO DO THINGS FOR OTHERS														
Very Below Average	4	1	5	1	5	1	2	0	9	1	7	0	16	0
Below Average	25	5	46	3	21	3	30	3	46	4	76	4	122	4
Average	218	42	343	47	256	37	438	38	474	39	781	42	1255	41
Above Average	193	37	249	34	276	40	461	40	469	39	710	38	1179	38
Very Above Average	70	14	81	11	134	19	211	18	204	17	292	16	496	16
No Response	6	1	4	0	3	0	5	0	9	1	9	0	18	1
TOTAL	516		728		695		1147		1211		1875		3086	
12.5 NERVOUSNESS														
Very Below Average	55	11	61	8	43	6	63	5	98	8	124	7	222	7
Below Average	100	19	147	20	143	21	248	22	243	20	395	21	638	21
Average	240	46	343	47	366	53	570	50	606	50	913	49	1519	49
Above Average	77	15	126	17	107	15	193	17	184	15	319	17	503	16
Very Above Average	39	8	45	6	34	5	69	6	73	6	114	6	187	6
No Response	5	1	6	1	2	0	4	0	7	1	10	0	17	1
TOTAL	516		728		695		1147		1211		1875		3086	

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
12.6 PERSONAL APPEARANCE														
Very Below Average	3	1	4	0	4	1	1	0	7	1	5	0	12	0
Below Average	10	2	10	1	13	2	15	1	23	2	25	1	48	2
Average	315	61	366	50	429	62	588	51	744	61	954	51	1698	55
Above Average	135	26	243	33	200	29	386	34	335	28	629	33	964	31
Very Above Average	49	9	98	13	45	6	151	13	94	8	249	13	343	11
No Response	4	1	7	1	4	1	6	0	8	1	13	1	21	1
TOTAL	516		728		695		1147		1211		1875		3086	

XIII. OTHER PERSONALITY CHARACTERISTICS

13.1 IPAT - ANXIETY FORM (Percentile Ranks)

Scale															Scale
60	0	100	0	100	3	100	1	100	3	100	1	100	4	100	60
59	0	100	0	100	3	99	1	100	3	100	1	100	4	100	59
58	0	100	0	100	2	99	4	100	2	99	4	100	6	100	58
57	1	100	1	100	5	98	2	99	6	99	3	100	9	99	57
56	0	100	1	100	1	98	7	99	1	99	8	99	9	99	56
55	2	100	1	100	3	98	5	98	5	99	6	99	11	99	55
54	0	99	0	100	4	97	8	98	4	98	8	98	12	98	54
53	3	99	0	100	4	97	8	98	4	98	8	98	12	98	53
52	0	99	0	100	3	96	10	96	3	97	10	97	13	97	52
51	3	99	1	99	4	95	6	95	7	97	7	97	14	97	51
50	0	98	3	99	5	95	8	95	5	96	11	96	16	96	50
49	2	98	4	99	10	94	13	94	12	95	17	96	29	96	49
48	6	97	6	98	11	92	14	93	17	94	20	95	37	94	48
47	5	96	4	97	2	91	14	91	7	93	18	94	25	93	47
46	4	95	7	96	8	90	17	90	12	92	24	92	36	92	46
45	9	94	7	95	9	89	20	88	18	91	27	91	45	91	45
44	2	93	6	94	11	88	15	86	13	90	21	90	34	90	44
43	6	92	5	94	14	86	22	85	20	89	27	88	47	88	43
42	3	91	5	93	14	84	20	83	17	87	25	88	42	87	42
41	5	90	9	92	16	82	25	81	21	85	34	85	55	85	41
40	7	89	8	91	16	79	22	69	23	84	30	83	53	83	40
39	7	88	8	90	13	77	19	77	26	82	27	82	47	82	39
38	8	86	12	88	8	76	27	75	16	80	39	89	55	80	38
37	13	84	17	86	8	74	25	72	21	79	42	78	63	78	37
36	22	81	15	84	24	72	34	69	46	76	49	75	95	75	36
35	13	77	14	82	17	69	37	66	30	73	51	72	81	72	35

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13.1 IPAT - ANXIETY FORM (Percentile Rank) - Continued

Scale	PROGRAM MEN N	PROGRAM MEN PC	REGULAR MEN N	REGULAR MEN PC	PROGRAM WOMEN N	PROGRAM WOMEN PC	REGULAR WOMEN N	REGULAR WOMEN PC	PROGRAM TOTAL N	PROGRAM TOTAL PC	REGULAR TOTAL N	REGULAR TOTAL PC	TOTAL N	TOTAL PC	Scale
34	10	75	16	79	22	66	23	63	32	70	39	70	71	70	34
33	11	73	9	78	26	63	32	61	37	67	41	67	78	67	33
32	8	71	24	75	25	59	33	58	33	64	57	65	90	64	32
31	17	69	12	72	24	56	36	55	41	61	48	62	89	61	31
30	18	65	23	70	22	52	37	51	40	58	60	59	100	58	30
29	18	62	14	67	27	49	34	48	45	54	48	55	93	55	29
28	12	59	24	64	19	45	39	45	31	51	63	52	94	52	28
27	15	56	33	60	21	42	39	41	36	48	72	49	108	48	27
26	19	53	25	56	26	39	36	38	45	45	61	45	106	45	26
25	19	49	28	52	18	36	31	34	37	41	59	41	96	41	25
24	18	45	28	48	24	33	37	31	42	38	65	38	107	38	24
23	17	42	32	44	26	29	31	28	43	34	63	34	106	34	23
22	16	38	29	39	22	26	34	25	48	31	63	31	111	31	22
21	19	33	25	35	23	22	35	22	42	27	60	27	102	27	21
20	21	29	15	33	29	19	26	19	41	23	41	24	82	24	20
19	20	25	22	30	21	16	19	17	41	29	41	22	82	21	19
18	16	22	17	27	21	13	34	15	37	17	51	19	88	18	18
17	21	18	31	24	19	10	19	12	40	13	50	17	90	15	17
16	9	15	25	19	12	8	24	10	21	11	49	14	70	13	16
15	11	13	23	16	8	6	18	8	19	9	41	11	60	10	15
14	16	10	24	13	6	5	9	7	22	7	33	9	55	8	14
13	9	8	9	10	2	5	9	6	11	6	18	8	29	7	13
12	11	6	9	9	7	4	14	5	18	5	23	7	41	6	12
11	8	4	11	7	8	3	12	4	16	3	23	5	39	5	11
10	2	3	9	6	5	2	9	3	7	2	18	4	25	3	10
9	7	2	10	5	5	1	9	2	12	2	19	3	31	2	9
8	3	11	6	3	4	1	8	1	7	1	14	2	21	2	8
7	3	0	7	2	0	0	7	1	3	0	14	1	17	1	7
6	1	0	5	2	0	0	0	0	1	0	5	1	6	1	6
5	0	0	2	1	1	0	1	0	1	0	3	1	4	0	5
4	0	0	3	1	1	0	1	0	1	00	4	0	5	0	4
3	0	0	1	0	0	0	1	0	0	0	2	0	2	0	3
2	0	0	2	0	1	0	0	0	1	0	2	0	3	0	2
1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL	506		687		686		1082		1192		1769		2961		
MEAN		26.58		25.27		30.23		30.34		28.68		28.37		28.50	
S.D.		10.28		10.31		11.24		11.42		10.98		11.27		11.16	

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	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	
13.1a PERCENTAGE OF STUDENTS IN VARIOUS TEST SCORE RANGES															
40 - 60	58	11.5	68	9.9	150	21.9	243	22.4	208	17.4	311	17.6	519	17.5	
21 - 39	290	57.3	388	56.5	395	57.6	619	56.2	685	56.5	1007	56.9	1692	57.1	
1 - 20	158	31.2	231	33.6	141	20.5	220	20.3	299	25.0	451	25.5	750	25.3	
TOTAL	506		687		686		1082		1192		1769		2961		
13.2 SURVEY OF INTERPERSONAL VALUES - SUPPORT SCALE (Percentile Rank)															
Scale															Scale
32	0	100	0	100	0	100	0	100	0	100	0	100	0	100	322
31	0	100	0	100	0	100	0	100	0	100	0	100	0	100	31
30	0	100	0	100	0	100	0	100	0	100	0	100	0	100	30
29	0	100	0	100	1	100	0	100	1	100	0	100	1	100	29
28	0	100	0	100	1	100	1	100	1	100	1	100	2	100	28
27	1	100	4	100	1	100	0	100	2	100	4	100	6	100	27
26	1	100	2	99	5	99	4	100	6	99	6	100	12	100	26
25	7	99	4	99	6	98	8	99	13	99	12	99	25	99	25
24	3	98	4	98	10	97	18	98	13	97	22	98	35	98	24
23	13	96	12	97	12	96	26	96	25	96	38	96	63	96	23
22	12	94	13	95	22	93	30	93	34	93	43	94	77	94	22
21	12	91	24	92	27	90	53	89	39	90	77	90	116	90	21
20	27	87	28	88	31	85	51	84	58	86	60	85	137	86	20
19	22	82	31	83	50	70	78	78	72	81	109	80	181	80	19
18	27	77	33	78	44	73	92	70	71	75	125	73	196	73	18
17	35	71	41	72	48	66	65	62	83	68	106	66	189	67	17
16	30	64	41	65	59	58	96	54	89	61	137	58	226	59	16
15	41	57	56	58	74	48	88	45	115	52	134	50	249	51	15
14	44	48	50	51	63	38	86	37	107	43	136	42	243	42	14
13	42	40	43	43	41	31	89	28	83	34	132	34	215	34	13
12	39	31	51	36	48	24	58	21	87	27	109	27	196	27	12
11	27	25	49	28	36	18	48	16	73	21	97	21	160	21	11
10	28	19	56	19	23	14	57	11	51	16	113	14	164	15	10
9	20	14	30	13	21	11	34	7	41	12	64	9	105	110	9
8	16	11	15	9	23	7	21	4	39	9	36	6	75	7	8
7	15	7	9	7	20	4	13	2	35	6	22	4	57	5	7
6	13	5	15	5	8	2	12	1	21	3	27	3	48	3	6
5	9	2	11	3	8	1	1	1	17	2	12	2	29	2	5
4	1	1	10	1	2	0	2	0	3	1	12	1	15	1	4
3	2	1	1	1	1	0	2	0	3	0	3	0	6	0	3
2	2	1	3	0	0	0	2	0	2	0	5	0	7	0	2
1	2	0	0	0	0	0	0	0	2	0	0	0	2	0	1
TOTAL	491		626		685		1035		1176		1661		2837		

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL		
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	
13.2 SURVEY OF INTERPERSONAL VALUES - SUPPORT SCALE (Percentile Rank) - Continued															
MEAN		14.27		14.10		15.17		15.53		14.80		14.99		14.91	
S.D.		4.84		4.80		4.58		4.35		4.71		4.58		4.63	
13.3 SURVEY OF INTERPERSONAL VALUES - CONFORMITY SCALE (Percentile Rank)															
Scale															Scale
32	0	100	1	100	0	100	1	100	0	100	2	100	2	100	32
31	0	100	0	100	0	100	1	100	0	100	1	100	1	100	31
30	1	100	0	100	1	100	3	100	2	100	3	100	5	100	30
29	1	100	2	100	9	99	10	99	10	99	12	999	12	99	29
28	5	99	8	99	12	98	17	98	17	98	25	98	42	98	28
27	10	98	12	97	21	95	42	95	31	96	54	96	85	96	27
26	16	95	17	95	24	92	40	91	40	93	57	92	97	93	26
25	22	91	21	92	40	87	50	87	62	89	71	89	133	89	25
24	14	87	22	88	52	81	80	80	66	83	102	83	168	83	24
23	22	84	27	85	44	73	65	63	66	78	92	78	158	78	23
22	20	79	44	79	52	66	83	66	72	72	127	71	199	71	22
21	25	75	43	72	52	59	62	59	77	65	105	64	182	65	21
20	37	68	36	66	37	52	74	53	74	59	110	57	184	58	20
19	38	61	29	60	48	46	72	45	86	52	101	51	187	52	19
18	37	53	47	54	54	39	69	39	91	45	116	45	207	45	18
17	30	46	46	47	41	32	87	31	71	38	133	37	204	37	17
16	33	40	31	41	40	26	50	24	73	31	81	31	154	31	16
15	36	32	42	35	27	21	58	19	63	26	100	25	163	25	15
14	22	26	38	28	27	17	49	14	49	21	87	19	136	20	14
13	17	22	32	23	21	13	28	10	38	17	60	15	98	16	13
12	17	19	20	19	23	10	28	8	40	14	48	12	88	13	12
11	16	16	23	15	18	7	18	5	34	11	41	9	75	10	11
10	11	13	14	12	7	5	12	4	18	8	26	7	44	18	10
9	17	10	13	10	8	4	9	3	25	7	22	6	47	6	9
8	7	7	15	8	8	3	10	2	15	5	25	4	40	5	8
7	10	6	14	6	6	2	8	1	16	4	22	3	38	3	7
6	7	4	11	4	4	1	1	1	11	2	12	2	23	2	6
5	7	3	6	2	3	1	3	1	10	2	9	1	19	1	5
4	6	1	4	1	3	0	3	0	9	1	7	1	16	1	4
3	2	0	4	1	0	0	0	0	2	0	4	0	6	0	3
2	0	0	1	0	1	0	1	0	1	0	2	0	3	0	2
1	1	0	2	0	0	0	0	0	1	0	2	0	3	0	1
TOTAL	487		625		683		1034		1170		1659		2829		

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL		
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	
13.3 SURVEY OF INTERPERSONAL VALUES - CONFORMITY SCALE (Percentile Rank) - Continued															
MEAN		17.15		17.11		19.19		19.42		18.34		18.55		18.46	
S.D.		5.71		5.75		5.25		5.01		5.54		5.42		5.47	
13.4 SURVEY OF INTERPERSONAL VALUES - RECOGNITION SCALE (Percentile Rank)															
Scale															Scale
32	0	100	0	100	0	100	0	100	0	100	0	100	0	100	32
31	0	100	0	100	0	100	0	100	0	100	0	100	0	100	31
30	0	100	0	100	0	100	0	100	0	100	0	100	0	100	30
29	0	100	0	100	0	100	0	100	0	100	0	100	0	100	29
28		100	0	100	0	100	0	100	0	100	0	100	0	100	28
27		100	1	100	0	100	0	100	0	100	1	100	1	100	27
26	0	100	1	100	1	100	0	100	1	100	1	100	2	100	26
25	0	100	0	100	2	100	0	100	2	100	0	100	2	100	25
24	1	100	2	100	1	99	1	100	2	100	3	100	5	100	24
23	2	100	1	99	0	99	3	100	2	99	4	100	6	100	23
22	4	99	2	99	2	99	5	99	6	99	7	09	13	99	22
21	5	98	3	99	5	99	9	99	10	98	12	99	23	99	21
20	4	97	5	98	7	98	8	98	11	98	13	98	24	98	20
19	13	95	12	97	13	96	10	97	26	96	22	97	48	97	19
18	14	93	12	95	11	95	12	96	25	94	24	95	49	95	18
17	10	90	19	92	14	93	34	94	24	92	53	93	77	93	17
16	18	97	27	89	22	90	34	90	40	89	61	90	101	89	16
15	16	84	33	84	16	87	40	87	32	86	73	86	105	86	15
14	30	79	33	78	26	84	55	82	56	82	88	81	144	81	14
13	37	72	45	72	43	79	77	76	80	76	122	74	202	75	13
12	37	65	63	63	59	72	78	68	96	69	141	66	237	67	12
11	26	58	64	53	52	64	85	60	78	61	149	58	227	59	11
10	41	51	53	44	62	55	115	51	103	54	168	48	271	50	10
9	59	41	53	35	78	45	97	40	137	44	150	39	287	41	9
8	46	30	54	27	76	34	101	31	122	33	155	29	277	31	8
7	36	22	42	19	49	25	76	22	85	24	118	21	203	22	7
6	36	15	38	13	47	18	82	15	883	17	120	14	203	15	6
5	18	9	23	8	44	11	50	8	62	10	73	8	135	9	5
4	22	55	19	4	28	6	36	4	50	6	55	4	105	55	4
3	6	2	8	2	13	3	15	2	19	3	23	2	42	2	3
2	8	1	10	1	12	1	9	0	20	1	19	1	39	1	2
1	0	0	0	0	2	0	0	0	2	0	0	0	2	0	1
TOTAL	489		623		685		1032		1174		1655		2829		

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL		
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	NC	
13.4 SURVEY OF INTERPERSONAL VALUES - RECOGNITION SCALE (Percentile Rank) - Continued															
MEAN		10.55		10.80		9.95		10.30		10.20		10.49		10.37	
S.D.		4.44		4.23		4.27		4.06		4.35		4.13		4.22	
13.5 SURVEY OF INTERPERSONAL VALUES - INDEPENDENCE SCALE (Percentile Rank)															
Scale															Scale
32	0	100	4	100	1	100	2	100	1	100	6	100	7	100	32
31	1	100	6	99	1	100	3	100	2	100	9	99	11	100	31
30	4	99	8	98	1	100	3	99	5	100	11	99	16	99	30
29	4	99	8	96	2	99	2	99	6	99	10	98	16	99	29
28	6	98	9	95	2	99	4	99	8	98	13	97	21	98	28
27	5	97	12	93	6	99	8	98	11	98	20	96	31	97	27
26	15	94	14	91	6	98	8	97	21	96	22	95	43	96	26
25	12	92	14	89	2	97	13	97	14	95	27	94	41	94	25
24	10	89	12	87	10	96	10	95	20	93	22	92	42	93	24
23	11	87	12	85	12	95	11	94	23	92	23	91	46	91	23
22	19	84	21	82	19	92	22	93	38	89	43	89	81	89	22
21	19	80	14	80	10	90	17	91	29	86	31	87	60	86	21
20	19	76	27	76	12	89	24	89	31	83	52	84	83	84	20
19	26	72	30	72	25	87	32	86	51	80	62	81	113	80	19
18	19	67	26	67	24	82	42	83	43	76	68	77	111	76	18
17	30	62	38	62	35	78	58	68	65	71	96	62	161	72	17
16	30	56	59	54	45	72	64	72	75	65	123	65	198	65	16
15	22	51	36	47	43	66	57	66	65	59	93	59	158	59	15
14	30	45	37	41	59	58	63	60	89	53	100	53	189	53	14
13	30	39	35	35	52	50	80	53	82	46	115	46	197	46	13
12	36	33	3	29	49	43	86	45	85	38	126	39	211	39	12
11	35	25	26	24	54	35	77	37	89	31	103	32	192	32	11
10	18	20	32	19	53	27	88	29	61	24	120	26	191	25	10
9	28	15	31	14	44	20	56	22	72	18	87	19	159	19	9
8	18	10	14	11	40	14	60	17	58	13	74	15	132	14	8
7	14	7	24	8	24	9	50	11	38	8	74	10	112	9	7
6	10	5	17	4	16	6	47	7	26	6	64	6	90	6	6
5	15	2	8	2	16	4	22	3	31	3	30	3	61	3	5
4	1	1	8	1	10	2	12	2	11	1	20	2	31	2	4
3	1	0	3	0	7	1	10	1	8	1	13	1	21	1	3
2	1	0	0	0	1	0	2	0	2	0	2	0	4	0	2
1	0	0	0	0	2	0	1	0	2	0	1	0	3	0	1
TOTALS	489		624		683		1036		1172		1660		2832		

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Norms of Freshmen Entering Black Colleges, Fall 1967

	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL		
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	
13.5 SURVEY OF INTERPERSONAL VALUES - INDEPENDENCE SCALE (Percentile Rank) - Continued															
MEAN		15.44		15.85		13.42		13.25		14.26		14.23		14.24	
S.D.		6.06		6.39		5.31		5.43		5.72		5.95		5.85	
13.6 SURVEY OF INTERPERSONAL VALUES - BENEVOLENCE SCALE (Percentile Rank)															
Scale															Scale
32	1	100	0	100	1	100	0	100	2	100	0	100	2	100	32
31	0	100	1	100	0	100	0	100	0	100	1	100	1	100	31
30	1	100	2	100	6	99	13	99	7	100	15	99	22	100	30
29	8	99	4	99	17	98	23	98	25	98	27	98	52	98	29
28	14	97	8	98	20	95	24	95	34	96	32	96	66	96	28
27	11	94	7	97	22	92	37	92	33	93	44	94	77	94	27
26	18	91	21	95	49	87	42	89	67	89	63	91	130	90	26
25	23	87	14	92	38	80	63	83	61	83	77	87	138	85	25
24	26	82	29	89	50	74	67	77	76	77	96	81	172	80	24
23	33	76	41	83	56	66	80	70	89	70	121	75	210	73	23
22	30	69	38	77	54	58	78	62	84	63	116	68	200	66	22
21	34	63	47	70	65	50	73	55	98	55	120	61	218	58	21
20	39	55	39	63	53	41	87	47	92	47	126	53	218	51	20
19	34	48	42	56	46	34	75	40	80	40	117	46	197	43	19
18	19	43	35	50	33	28	67	33	52	34	102	39	154	37	18
17	34	37	43	44	37	23	70	26	71	29	113	33	184	31	17
16	34	30	55	36	35	18	55	20	69	23	110	26	179	25	16
15	23	24	42	28	21	14	46	15	44	18	88	29	132	19	15
14	20	20	36	22	19	11	34	11	39	15	70	15	109	15	14
13	20	16	22	18	12	8	29	8	32	11	51	12	83	12	13
12	16	12	21	14	18	6	29	6	34	9	41	9	75	9	12
11	17	9	23	11	10	4	19	4	27	6	42	6	69	6	11
10	12	6	16	8	3	3	14	2	15	4	30	4	45	4	10
9	8	4	9	6	4	3	3	2	12	3	12	3	24	3	9
8	3	3	7	4	7	2	12	1	10	2	19	2	29	2	8
7	4	2	5	3	0	1	0	0	4	2	5	1	9	1	7
6	3	1	6	2	5	1	0	0	8	1	6	1	14	1	6
5	2	1	4	2	1	1	1	0	3	1	5	1	8	1	5
4	1	1	4	1	0	0	1	0	1	0	5	0	6	0	4
3	1	0	0	0	1	0	0	0	2	0	0	0	2	0	3
2	0	0	3	0	1	0	0	0	1	0	3	0	4	0	2
1	1	0	1	0	1	0	0	0	2	0	1	0	3	0	1
TOTAL	490		625		684		1033		1174		1658		2832		

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL		
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	
13.6 SURVEY OF INTERPERSONAL VALUES - BENEVOLENCE SCALE (Percentile Rank) - Continued															
MEAN		18.8.		17.81		20.53		20.13		19.81		19.26		19.49	
S.D.		5.46		5.33		5.04		4.84		5.29		5.15		5.22	
13.7 SURVEY OF INTERPERSONAL VALUES - LEADERSHIP SCALE (Percentile Rank)															
Scale															Scale
32	0	100	0	100	1	100	00	100	1	100	0	100	1	100	32
31	1	100	0	100	0	100	0	100	1	100	0	100	1	100	31
30	2	100	2	100	0	100	0	100	2	100	2	100	4	100	30
29	3	99	6	99	0	100	0	100	3	100	6	100	9	100	29
28	2	99	2	99	2	100	1	100	4	99	3	99	7	99	28
27	4	98	1	98	1	99	1	100	5	99	2	99	7	99	27
26	8	97	5	98	4	99	2	100	12	98	7	99	19	99	26
25	9	95	11	97	4	99	6	99	13	97	17	98	30	98	25
24	3	93	8	95	4	98	3	99	12	96	11	97	23	97	24
23	10	91	14	93	4	97	5	99	14	95	19	97	33	96	23
22	14	89	23	90	8	96	9	98	22	93	32	95	54	94	22
21	14	86	16	87	7	95	8	97	21	91	24	93	45	93	21
20	16	83	34	83	10	94	25	95	26	89	59	91	85	90	20
19	12	80	29	78	18	92	23	93	30	87	52	87	82	87	19
18	28	76	30	73	24	89	30	91	52	84	60	84	112	84	18
17	24	71	38	68	29	85	34	87	53	79	72	80	125	80	17
16	25	66	48	61	27	81	39	84	52	75	87	65	139	75	16
15	27	61	23	55	32	77	46	80	59	70	69	71	128	70	15
14	30	55	40	50	41	71	65	74	61	64	105	65	176	65	14
13	33	48	37	44	48	65	83	67	81	58	120	58	201	58	13
12	31	42	47	37	48	58	78	59	79	51	125	51	204	51	12
11	38	35	39	30	55	50	77	52	93	44	116	44	209	44	11
10	34	27	43	24	60	42	102	43	94	36	145	36	239	36	10
9	29	21	38	17	66	32	85	34	95	28	123	28	218	28	9
8	17	16	28	12	58	23	85	26	75	20	113	21	188	21	8
7	24	12	19	8	42	16	68	19	66	14	87	15	153	14	7
6	25	7	16	5	29	11	65	12	54	9	81	10	135	9	6
5	8	4	9	3	34	6	34	7	42	5	43	6	85	6	5
4	6	2	6	2	12	3	30	4	18	2	36	3	54	3	4
3	3	1	2	1	8	1	17	2	11	1	19	2	30	2	3
2	3	1	3	1	2	0	9	1	5	1	12	1	17	1	2
1	2	0	4	0	2	0	4	0	4	0	8	0	12	0	1
TOTAL	490		621		680		1034		1170		1655		2825		

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	PROGRAM MEN		REGULAR MEN		PROGRAM WOMEN		REGULAR WOMEN		PROGRAM TOTAL		REGULAR TOTAL		TOTAL	
	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC	N	PC
13.7 SURVEY OF INTERPERSONAL VALUES - LEADERSHIP SCALE (Percentile Rank) - Continued														
MEAN		13.96		14.41		11.71		11.26		12.65		12.44		12.53
S.D.		5.93		5.59		4.92		4.71		5.48		5.28		5.36